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IDENTIFIERS	Following Directions; *Menu Planning; *Workplace Literacy

ABSTRACT

This curriculum guide was developed to help literacy practitioners present an eight-lesson workplace literacy course for hospital workers who assist patients in completing their daily menus. Presented in the introduction are the following: overview of the curriculum development project, project activity schedule, course overview, and course time outlines. A section of preclass orientation activities, including a preliminary attitude survey for dietetic representatives, is provided. The next eight sections contain the lessons on the following topics: menu vocabulary, menu design, following directions, understanding military time, calculating percents, reading thermometers, understanding forms, and interpersonal communications. Each lesson includes some or all of the following: goal, list of lesson activities/materials, suggested method for conducting the activity, suggested student evaluation methods, comments about the lesson's effectiveness when the curriculum was tested and suggestions for delivering the lesson, student handouts, student activity sheets, sample forms, and vocabulary lists. The final section consists of the following: postclass skills inventory, postclass attitude survey, results of dietetic representatives literacy task analysis, Test of Adult Basic Education results, 10 references, and answer keys. A set of vocabulary cards provides definitions of food preparation terms. (MN)

ED 384 727

Menu Selection Assistance
A Workplace Literacy Curriculum for Hospital Workers

Tri-County Opportunities Industrialization Center
Harrisburg, PA

U.S. DEPARTMENT OF EDUCATION
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CE 069 333

ABSTRACT PAGE

Title: **Menu Selection Assistance - A Workplace Literacy Curriculum for Hospital Workers**

Project Title: **98-3032** Funding: **$11,810**

Project Director: **Jeffrey Woodyard** Phone Number: **(717) 238-7318**

Agency Address: **1600 Market Street - Harrisburg, Pennsylvania 17103**

Description:

The purpose of this project was to develop, test, and publish a workplace literacy curriculum for hospital workers who assist patients in completing their daily menu selections.

Objectives:

1) Perform a literacy audit to assess the needs of the hospital workers

2) Review and evaluate available instructional materials and develop additional materials as needed

3) Design and write a curriculum.

4) Test the curriculum on hospital workers and modify as required

5) Disseminate products

Target Audience:

Entry level hospital workers who assist patients with menu selections.

Product(s) -- if applicable:

Curriculm and final report.

Method(s) of Evaluation:

Final survey and evaluation form.

Findings:

Conclusions:

The target audience for this project was very receptive to learning more about their various duties and how they relate to the operation of the hospital. The hospital staff was very enthusiastic about the training and has requested that it continue with additional workers.

Descriptors:

"The activity which is the subject of this report, was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred."

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- Planning Activity Schedule
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Project Overview

INTRODUCTION

The purpose of this project was to develop, test and publish a workplace literacy curriculum for hospital workers who assist patients in completing their daily menu selection. This project emerged out a cooperative effort between **Tri-County OIC** and **Harrisburg Hospital.** OIC works closely with Harrisburg Hospital providing both generic adult education courses and content-specific courses. The intention of this project was to meet the literacy needs of the hospital workers who are directly involved with patient care, specifically menu assistance workers. (Note: Throughout this report these workers maybe referred to as **Dietetic Representatives** which is their official job title.)

Workers who assist patients in menu selections must possess many basic literacy skills. After talking to the workers' supervisors, and through direct observations, the hospital's education division determined that many of these entry level employees could improve their job performance if certain basic skills were improved. The workers are required to do the following:

1.) pick up menu selections from patients

2.) review the menus for accuracy and completeness

3.) identify any errors

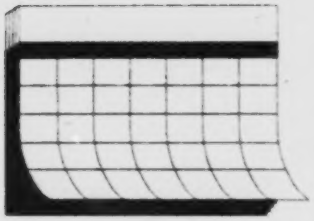
4.) inform the patients if there are any discrepancies in their selections

5.) tabulate the number of items selected

6.) identify abbreviated menu items

7.) read and interpret no fewer than five charts detailing nourishment types, diet options, tray assembly, patient listing and side orders.

All of these tasks are considered by the hospital to be basic. However, some of the workers had difficultly in performing these tasks. It was the goal of this curriculum to address the difficulties of these workers and thereby help them improve their daily functioning in their job performance. (*Appendix I* lists, in detail, the specific job tasks and literacy tasks which these workers perform.)



PLANNING ACTIVITY SCHEDULE

The following is a list of activities which contributed to the development of this project:

August 1992 - OIC's outreach coordinator, project supervisor and project implementor meet with the director and manager of Harrisburg Hospital's *Food and Nutrition Department*, and its education director to discuss the project and arrange for a literacy task analysis.

August 1992 - Project implementor conducts first literacy task analysis.

September 1992 - Project supervisor and project implementor attend Harrisburg Hospital orientation for hospital workers.

September 1992 - December 1992 - Weekly meeting of project supervisor and project implementor for class and curriculum development.

November 1992 - Project implementor conducts second literacy task analysis.

January 1993 - Project implementor meets with OIC executive director for input on curriculum development.

January 25, 1993 - March 31, 1993 - First session of classes for Dietetic Representatives.

April 22, 1993 - Project supervisor and project implementor meet with director and manager of *Food and Nutrition Department* to discuss outcome of first class sessions.

May 12, 1993 - June 28, 1993 - Second session of classes for Dietetic Representatives workers.

August 5, 1993 - Project supervisor and project implementor meet with director and manager of *Food and Nutrition Department* to discuss outcome of second class sessions.

Persons who contributed to this project include:
Jean Heller, Director
Food and Nutrition Department, Harrisburg Hospital

Maureen Adams, Manager
Nutrition Services, Harrisburg Hospital

Jeffrey Woodyard, Executive Director
Tri-County OIC

Priscilla Ferguson, Outreach Coordinator
Tri-County OIC

Victoria Hoffman, 353 Project Supervisor
Tri-County OIC

Allyson Joyner, 353 Project Implementor
Tri-County OIC

The target audience for this report includes hospital/health care managers and directors who supervise those workers directly involved with patient care.

OVERVIEW OF COURSE

The course for Dietetic Representatives was taught in two sessions. The first session, which was held for ten weeks, began Monday, January 25, 1993, and concluded on Wednesday March 31, 1993. The second session was held for seven weeks. It began Wednesday, May 12, 1993, and ended on Monday, June 28, 1993. All workers were paid on company time to attend these sessions.

The first session shall be referred to as Class One, and the second as Class Two.

CLASS ONE

Classes were held on Mondays and Wednesdays for an hour and a half each day (3:00 pm - 4:30 pm). The lessons taught on Mondays were repeated on Wednesdays. There were a total of 8 participants in this class with four workers attending on Mondays and four on Wednesdays. All the participants in this class were females whose ages ranged from 22 to 57. Six were African-American and two were white. Their work experience in the *Food and Nutrition Department* ranged from 8 months to 19 years. They were selected for this course because of their direct involvement with patient care. Participation in both sessions was voluntary.

CLASS TWO

Classes were also held on Mondays and Wednesdays for an hour and a half each day. The lessons taught on Wednesdays were repeated on Mondays to accommodate those participants who were scheduled for vacations throughout the session. This class was held for only seven weeks, as a result of our starting on May 12. We concluded class on June 30 because this was the closing date for this project.

There were 10 participants in this class. Nine were female, and one was male. One was white and the others were African-American. The age range was 23 to 44, and the work experience with this department was between 8 months and 5 years.

LITERACY TASK ANALYSIS

The literacy task analysis played an important part in helping to determine the material to be taught. By performing the literacy task analysis the project implementor had the opportunity to see, first hand, all the tasks required to be an effective Dietetic Representative.

On two separate occasions, the project implementor spent work time with Dietetic Representatives. With the help of the project supervisor, the project implementor was able to develop a list of job tasks performed by the workers. The results of the task analysis are included in this report as *Appendix I*.

Because there were so many tasks involved, it was necessary for to select the main tasks that proved critical to the worker's job.

TABE READING TEST

The project implementor administered the *Test of Adult Basic Education (TABE)* in vocabulary and reading Comprehension as a pre-class activity. The *TABE* test was not administered as a post-class activity, although it is highly recommend that this be done to measure any change in reading levels. The results of this test helped to determine the level of material presented. (The comparative *TABE* test results of Class One and Class Two participants are included as *Appendix II*.)

PRE/POST SKILLS INVENTORY

A pre/post skills inventory was designed to assess each worker's knowledge of his/her job. The results of this test helped to determine what lessons to emphasize with the class.

The post-class skills inventory was given at the conclusion of each class to ascertain by how much participants had increased their knowledge of their job by participating in the course. This inventory is the same as the pre-class skills inventory.

After seeing the results of the pre-class skills inventory of Class One, the project implementor decided to revise the test to make it more challenging. The revised test was administered to Class Two. (The test results of Class One and Class Two participants are included in this report as *Appendix II*.)

PRE/POST CLASS ATTITUDE SURVEY OF DIETETIC REPRESENTATIVE

These surveys, which were adapted from a similar survey developed by The Institute for the Study of Adult Literacy, were given to the participants to ascertain their opinions and feelings about taking the course. The pre-class attitude survey asked in what areas they needed help, how did they see themselves in their job, and did the hospital's organization and management team care about them as employees. The post-class survey asked if their learning needs were met, and again they were asked how did they see themselves in their job, and did they feel supported by the hospital organization and management team. Each survey was done anonymously.

OVERVIEW OF MENU ASSISTANCE CLASS ONE

January 25, 1993 - March 31, 1993

Week One:

- Orientation, completion of OIC intake form, Locator test, Pre-Class Skills Inventory test. Begin *Test of Adult Basic Education (TABE)* test - vocabulary and comprehension test.

Week Two:

- Completion of the *TABE*
- *Lesson 1 - Menu Vocabulary* - included **1)** word attack skills, **2)** definition of food and cooking processes, and **3)** food definition crossword puzzles.

Week Three:

- Continuation of *Lesson 1 - Menu Vocabulary.* Completed food definition crossword puzzles, menu arrangement. Began role play of Dietetic Representative and hospital patient.

Week Four:

- Continuation of role play of Dietetic Representative and hospital patient.

Week Five:

- *Lesson 2 - Menu Design.* Each student created a menu based on the categories of food and beverages offered on the food and nutrition menu.

Week Six:

- *Lesson 3 - Follow Directions* included **1)** Can You Follow Directions test, **2)** listening to instructions and writing down what you hear, **3)** using a fire extinguisher, **4)** sending a fire alarm, **5)** writing directions, **6)** understanding directions for taking medicine.

Week Seven:

- *Lesson 4 - Understanding Military Time* included **1)** learning to read a military time clock, **2)** learning to convert military time into standard time, **3)** learning to convert standard time into military time, **4)** converting military time on care addendum to standard time.

Week Eight:

- *Lesson 5 - Calculating Percents* included **1)** learning the meaning of percent, **2)** calculating percentage parts, **3)** determining the amount of food illustrated on paper as percentage of food eaten.
- *Lesson 6 - Reading a Thermometer* included **1)** learning what a thermometer is, **2)** learning to read temperatures on a thermometer, **3)** discussing regulation temperatures, **4)** completing test on thermometers by recording temperatures and telling which temperatures are above or below regulation temperatures.
- *Lesson 7 - Understanding Forms* - Give a presentation on the forms of your choice. Identify the form, explain its use, and demonstrate how to accurately complete it.

Week Nine:

- *Lesson 8 - Interpersonal Communications* included **1)** learning definition of communication, **2)** looking at communication model of sender and receiver, **3)** becoming a sender and a receiver, **4)** developing a sender and receiver dialogue, **5)** record situations in which students are the sender and receiver, **6)** learning what active listening is, and practicing active listening techniques throughout the week.

Week Ten:

Continuation of *Lesson 8 - Interpersonal Communications* included **1)** completing evaluation form: Are You an Active Listener? **2)** learning the meaning and use of paraphrasing, **3)** learning how to give "I" messages, **4)** role playing a work-related confrontational situation.

COMMENTS:

In the April 22nd meeting with the director and manager of the *Food and Nutrition Department*, The project implementor reviewed the outcomes of the first class were discussed. The project implementor noted that classes in thermometer readings, understanding forms, and understanding percents went very quickly. The students demonstrated an excellent level of knowledge in those areas. During this meeting, the project implementor was then informed that Dietetic Representatives no longer need to refer to military time when they receive their care addendum (patient's diet order change). It was agreed that those lessons could be eliminated in the next round of classes.

OVERVIEW OF MENU ASSISTANCE CLASSES TWO

May 12, 1993 - June 28, 1993

Week One:

- Orientation, Completion of OIC intake form, Locator test, Pre-Class Skills Inventory test, Pre-Attitude Check List. Begin *Test of Adult Basic Education (TABE)* test - vocabulary and comprehension.

Week Two:

- Completion of *TABE*
- *Lesson 1 - Menu Vocabulary* 1) included word attack skills, 2) definition of food and cooking processes, and 3) food definition crossword puzzle.

Week Three:

- Continuation of *Lesson 1 - Menu Vocabulary.* Completed food definition crossword puzzles, menu arrangement. Began role play of Dietetic Representative and hospital patient.

Week Four:

- Continuation of role play of Dietetic Representatives and hospital patient.
- *Lesson 2 - Menu Design.* Each student created a menu based on the categories of food and beverages offered on the food and nutrition menu.

Week Five:

- *Lesson 3 - Follow Directions* included 1) Can You Follow Directions? test, 2) listening to instructions and writing down what you hear, 3) using a fire extinguisher, 4) sending a fire alarm, 5) writing directions, 6) understanding directions for taking medicine, 7) completing an application form.

Week Six:

- *Lesson 4 - Interpersonal Communications* included 1) learning definition of communication, 2) looking at communication model of sender and receiver, 3) becoming a sender and receiver, 4) developing a sender and receiver dialogue, 5) recording situations in which students are the sender and receiver.

Week Seven:

- Continuation of Interpersonal Communications

1) learning what active listening is, **2)** completing evaluation form - Are You an Active Listener?, **3.)** learning the meaning and use of paraphrasing, **4)** learning to give "I" messages, **5)** role play a work-related confrontational situation.

Section One

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- Pre-class Activities

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Pre-Class Activities

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- Pre-Class Activities
  Orientation

PRE-CLASS ACTIVITY ORIENTATION

Prior to the beginning of class, everyone was given an orientation on the **Menu Selection Assistance** course. It was explained to them that the course was specifically designed for them for the purpose of enhancing their job skills. The instructor refrained from using the term "literacy" skills because the director of the *Food and Nutrition Department* had assessed that this could cause some students to become inhibited and not respond well to taking the course.

It was also explained to the students that the design of this course was based on informational meetings with the *Food and Nutrition Department* management team, and the instructor's observations of what a Dietetic Representative does in the course of his/her work day. The instructor informed them that she had the opportunity to be with two workers on their shift, so that she could see first hand exactly how they executed their jobs. She then highlighted that job skills enhancement is becoming more and more a requirement in business and industry and that classes in this area are becoming the norm so that employees can improve upon the job skills they already have, and increase their chances for job advancement.

Students were given the opportunity to ask any questions they might have, and to let the instructor know what they would like to see covered in this course. Most students responded that they felt pretty comfortable and competent in their jobs. It was reinforced that this course was not being offered because they were incompetent, rather it is for their professional improvement, as we can always learn more about what we do. The class then became engaged in a discussion about the hospital menus and some students felt that they could benefit from learning more about menu items, the pronunciation of the items, and how to explain the items to patients. The teacher informed them that this study is included in the course. After this discussion, the teacher gave them an overview of the course.

Completing Forms

Each student was asked to complete an OIC standard intake form. This form is completed by anyone receiving services from OIC so that appropriate statistical data can be kept.

Pre-Class Skills Inventory Test

This test was designed and administered for the purpose of ascertaining what each Dietetic Representative knows about his/her job and in what area(s) a student may need help.

Test of Adult Basic Education Locator Test

This test was administered to determine what level of the *TABE* test each student needed.

Test of Adult Basic Education

Each student was given a timed vocabulary and comprehension test to find out his/her

reading levels.

***Pre-Attitude Assessment**

Each student completed this survey which asked for their opinions and feelings about taking the course. It also asked in what areas they needed help, how did they see themselves in their job, and did the hospital organization and management team care about the employees. Each survey was done anonymously.

This concluded the pre-class activities.

*Note: The Pre-Attitude Assessment should be given before any testing is done. The surveys can be coded to compare pre and post survey results. In addition, students should be given the results of all pre-class assessments to use as a self-comparison at the end of the course.

Contents

- Pre-Attitude Survey of Dietetic Representatives
- Pre-Class Skills Inventory

Pre-Attitude Survey of Dietetic Representatives

Please answer the following questions about the *DIETETIC REPRESENTATIVE* training you will be taking. You do not have to sign your name.

1. How do you feel about taking the *DIETETIC REPRESENTATIVE* training?

_____ Very Good

_____ Good

_____ OK

_____ Not So Good

_____ Bad

2. How do your coworkers feel about taking the *DIETETIC REPRESENTATIVE* training?

_____ Very Good

_____ Good

_____ OK

_____ Not So Good

_____ Bad

3. How do you feel about having homework?

_____ Very Good

_____ Good

_____ OK

_____ Not So Good

_____ Bad

4. How do you learn best?

_____ Teacher's explanations

_____ Role-plays

_____ Completing written work

_____ Completing homework

_____ Other (Explain) _____

5. **How much help do you need with the following skills?**

0 = I don't need any help **1** = I need a little help **2** = I need a lot of help

_____ Reading menus
_____ Explaining menu items to patients
_____ Reading thermometers
_____ Reading military times
_____ Figuring out percentage eaten
_____ Working with supervisors
_____ Working with floor people
_____ Working with patients
_____ Reading forms
_____ Completing forms
_____ Following written directions
_____ Other (Explain) _____
_____ Other (Explain) _____

6. **How do you rate your performance in these skills?**

1 = Poor **2** = Below Average **3** = Average **4** = Very Good **5** = Excellent

_____ Reading menus
_____ Explaining menu items to patients
_____ Reading thermometers
_____ Reading military times
_____ Figuring out percentage eaten
_____ Following written directions
_____ Working with supervisors
_____ Working with floor people
_____ Working with patients
_____ Reading forms
_____ Completing forms

7. **Is there any area of your job that you need help with that is not listed above?**

_____ Yes _____ No

If yes, what area of your job is it? _____

_____

_____

_____

8. **How do you feel about your job performance?**

_____ I give it my all

_____ I do more than is expected of me

_____ I do what is expected

_____ I do just enough to get by

_____ I do less than is expected

9. **How satisfied are you with your job as a *DIETETIC REPRESENTATIVE*?**

_____ Very Satisfied

_____ Satisfied

_____ It's OK

_____ Somewhat unsatisfied

_____ Very unsatisfied

10. **How do you feel about yourself as a person?**

_____ Very Good

_____ Good

_____ OK

_____ Not So Good

_____ Bad

Please use the numbers below to say how much you agree or disagree with the statements below.

5 = Strongly Agree

4 = Agree Somewhat

3 = Don't Feel Strongly Either Way

2 = Disagree Somewhat

1 = Disagree Strongly

11. **The *DIETETIC REPRESENTATIVE* position is important to the recovery of the patient.** _____

12. **The *Capital Health System* cares about its employees.** _____

13. **The *Food and Nutrition Department* cares about its employees.** _____

14. **The way I perform my job is important to the overall service of Harrisburg Hospital.** _____

15. **Classes are a waste of time for employees.** _____

16. **Classroom training can help you to get along better with coworkers.** _____

17. **Classroom training can help you to follow directions better.** _____

18. **Classroom training can help you to get along better with patients.** _____

19. **The *DIETETIC REPRESENTATIVE* training will help me be a better worker.** _____

THANK YOU VERY MUCH!!

Name _____ Date _____

Pre-Class Skills Inventory

Dietetic Representative

MATCHING (1-5)

Choose your answers from the right hand column. Write the letter of the best answer on the blank line.

		Column A	Column B
1.	____	bisque	a) to bake in a cream or cheese sauce
2.	____	au jus	b) rub or pass through a sieve to make a smooth sauce
3.	____	Melba toast	c) a rich soup made of shellfish or made of the flesh of a chicken
4.	____	scalloped	d) bread sliced very thin and well browned
5.	____	puree	e) natural gravy from cooked beef
			f) a flour mixture used to make biscuits, pancakes and other bread items

MULTIPLE CHOICE (6-10)

Write the letter of your answer on the blank line in front of the question.

6. To update a patient's diet order you must read which of the following?

____ a) menu tracking form b) care addendum

c) patient listing d) menu

7. What form tells you if you must hold a patient's tray so that the patient can have his/her meal at a later time?

____ **a)** calorie count summary sheet **b)** care addendum

c) tray assembly ticket **d)** patient listing

8. The listing of foods available for a patient's meal is called the?

____ **a)** calorie count summary sheet **b)** guest tray receipt

c) menu tracking form **d)** menu

9. Where are refrigerator temperatures recorded?

____ **a)** on the patient listing **b)** on the sanitation check list

c) floor stock station worksheet **d)** on the hard copy

10. Codes located at the bottom of the menu can be understood by reading the?

____ **a)** menu **b)** calorie count summary sheet

c) side order **d)** hard copy

READING COMPREHENSION (11-14)

Circle the best answer.

Question 11

Dietetic Representative Mary Smith goes into the room of patient Jack Lane to give him a menu for the next day's meal choices. Mr. Lane is very upset. He starts to yell at Mary. He loudly tells Mary that he is not happy with the treatment he is getting in the hospital. Mr. Lane tells Mary that he is tired of being awakened in the middle of the night to take medicine. He tells Mary that he wants these nightly interruptions to stop right away. What should Mary do?

a) Give Mr. Lane his menu and quietly leave the room.

b) Tell Mr. Lane that she can not help him because she has nothing to do with his treatment.

c) Sit down with Mr. Lane to discuss his problem with him.

d) Tell Mr. Lane that she will take his concern to the nurse who is on duty and ask the nurse to speak to him.

Question 12

You have just collected tomorrow's menu from patient Teresa Moore. She did not complete the dessert section of the menu for lunch or dinner. When you notice this you should do which of the following?

a) Say nothing and turn in her meal request for tomorrow.

b) Complete the desert section by picking what you think she might like.

c) Return to the patient's room, inform her that she did not complete the menu, and ask her if she would like to select a dessert.

d) Fill in her dessert selection with the same choices she made the day before.

Question 13

Dietetic Representative, Jill Smith is not getting along with her supervisor, Rita Ryan. Jill says Rita disrespect her in the way she talks to her when she's done something wrong. Jill is ready to lose her temper with Rita. What should she do?

a.) Decide to speak to Rita the way Rita is speaking to her.

b.) Tell Rita to leave her alone.

c.) Tell Rita she'd like to have a meeting with her to discuss the problems she's having with her.

d.) Ask a co-worker to tell Rita to stop speaking to her in a disrespectful way.

Question 14

You've just returned to work after having two days off. You find that your patient kitchen is unclean and disorganized. What do you do?

a.) Find the workers who created the messy kitchen and demand that they straighten it up right away.

b.) Take a few moments to calm down and report a complaint to your supervisor.

c.) Refuse to do any work in the kitchen.

d.) Take the day off.

FILL IN THE BLANK (15-18)

Select the best word from the list below to complete each sentence. Write your answer on the blank line.

appetizer	sugar	entree		garnish
cream	caffeine	citric acid	meal	trio

15. Skim milk has no _____.

16. Carrots, green beans and mushrooms make up a vegetable _____.

17. Au gratin turkey is the _____ for dinner.

18. Regular coffee contains _____.

19. The cook added the final touch of _____ onto the food tray.

20. Oranges and lemons contain _____.

MATCH THE WORDS (21-25)

Match the correct answer from Column B to Column A

	Column A	Column B
____ **21.**	ketchup	**a.)** pancake
____ **22.**	margarine	**b.)** omelet
____ **23.**	crepe	**c.)** pasta
____ **24.**	London broil	**d.)** fat
____ **25.**	fettucini	**e.)** condiment
		f.) antipasto
		g.) beef

BASIC CALCULATIONS (26-27)

Question 26

Patient Ella Springs is having two guests eat lunch with her. The meals cost $5.83 each, including tax. She gives you $20 to pay for the meals. How much change must you give her?

_____

Question 27

This evening, 3 guests are having dinner with Ms. Springs. The meals cost $5.83 each. How much change must you give her from a fifty-dollar bill?

_____

Section Two

Contents

- **Lesson One - Menu Vocabulary**

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Lesson One - Menu Vocabulary

GOAL

Upon completion of this lesson students will be able to:

- read with understanding, food names that frequently appear on the patient menu.
- identify food items and place them in their appropriate food category.
- explain food items and their processes to patients as requested.

ACTIVITIES/MATERIALS

1. Definition/descriptions of food terms and cooking processes (Hand-out)
2. Completing a Crossword Puzzle (Hand-out)
3. Rearranging Menu Items (Hand-out)
4. Role Play
5. Homework Assignment (Hand-out)

METHOD

Food Definitions and Cooking Processes

The class began by studying the food definitions. The class pronounced each word on the list. Anyone who could not correctly pronounce the word had to listen to the pronunciation and repeat the word as many times as necessary until they mastered it. Each student then read a definition. After the definitions were read, The instructor drilled the class on each word. She gave the definition and asked for the word. They remembered the meaning very quickly. The same procedure was followed for studying cooking processes.

Crossword Puzzles

The crossword puzzles are based on the words and their definitions. This exercise was done as a group project. Students were allowed to refer to the definitions if needed. The intention was that this would help reinforce their memorization of food items and cooking processes.

Menu Arrangement

In this exercise a menu is given with all the food items placed in incorrect categories. Each item needs to be placed in the correct categories on the blank menus provided.

Role Play

In this situation Student A played the role of the Dietetic Representative. Student B played the role of the patient asking questions about the items on the menu. Student A's responsibility is to demonstrate a thorough knowledge of

the food items and explain to the patient those items she/he (patient) has questions about. Students A and B reversed roles and acted out the same situation.

Homework Assignment

Each student was responsible for finding the definition of each food item. They interviewed the cooks and learned what each item is and how it is prepared. They reported this information in the next class session.

Vocabulary Cards

Students were given a set of menu vocabulary cards. The cards were used as a reference tool. In addition, the instructor used them as flash cards, revealing one side to the class and asking for either the definition or the vocabulary word.

Conclusion

The students responded well to Lesson 1. It was most helpful to have them say the words in the *Food Definition* and *Cooking Processes* so that anyone having trouble could learn the correct pronunciation. For the crossword puzzle, it is suggested that students not be allowed to look up definitions. There would be more of a challenge if they worked among themselves assisting one another in coming up with the definitions. Some time should then be allotted for them to study the words prior to doing the puzzle.

The menu arrangement activity was enjoyable for the students. No problems were encountered from this exercise.

The Role Play proved to be an excellent ice breaker for the class. Students were able to take their definitions home to study and return with a better knowledge of menu items. They gave feedback to each Dietetic Representative and were very honest in doing so. The teacher gave the final verbal evaluation to each student.

Some students balked at having a homework assignment, but all completed the assignment. It was quite interesting that when they spoke with different cooks, they got different explanations on how some food items were prepared. Overall, this lesson provided new information to enhance their knowledge of the menu items.

The students liked having their own set of vocabulary cards to which they could refer at any time during the course.

Contents

- Definitions/Descriptions of Food Items and Cooking Processes
- Crossword Puzzles
- Menu Arrangement Activity
- Blank Menu
- Role Play Activity
- Homework Assignment
- Vocabulary Cards

FOOD DEFINITIONS

BISQUE

A rich creamy soup made from shellfish (shrimp, oysters, lobsters) or chicken.

Sentence: *The patient was surprised that the shrimp bisque tasted so good.*

BREAD STICK

A long thin piece of bread resembling a stick in shape. Usually served as an appetizer.

Sentence: *In many Italian restaurants, bread sticks are served before the main meal.*

BROTH

Liquid in which meat, and often barley or rice have been gently boiled.

Sentence: *John ate only broth for several days after leaving the hospital.*

CHICKEN CORN SOUP

A liquid food, consisting of the broth of chicken and corn.

Sentence: *My aunt's homemade chicken corn soup is the best I have ever tasted.*

MARGARINE

A food product used instead of butter. Can be spread on bread or used in cooking to saute or fry.

Sentence: *I try to use margarine on my toast in the morning instead of butter.*

CREAMER

Milk or cream prepared as a powdered substance for use in hot drinks such as coffee or tea.

Sentence: *Juan always carried a packet of creamer with him when he went to his friend's house.*

LOW-FAT MILK

Milk low in cream content.

Sentence: *Jane was told to drink only low-fat milk.*

SKIM MILK

Milk that contains no cream.

Sentence: *Skim milk has less fat in it than does low-fat milk.*

HERBAL TEA

A drink, usually hot, made from herbs such as mint or rosemary.

Sentence: *Many kinds of herbal tea are now available in the grocery store.*

DECAFFEINATED TEA/COFFEE

A beverage such as coffee or tea with no caffeine.

Sentence: *Kim found out that if she drinks decaffeinated coffee she is less anxious in the morning.*

CORN FRITTERS

A fried mixture of corn and batter

Sentence: *Having corn fritters and syrup for breakfast on Sunday mornings brings back good memories of when I was growing up.*

COTTAGE CHEESE

Soft, mild, unripened cheese which comes in large or small curds.

Sentence: *Cottage cheese seems to be one of those foods that people either love or hate.*

PROVOLONE CHEESE

A mild to sharp flavored cheese. It is usually hard, compact and flaky.

Sentence: *Next time you get a hoagie sandwich be sure to ask for provolone cheese.*

OMELET

Eggs beaten up with milk or water and cooked in a frying pan to a fluffy consistency.

Sentence: *A western omelet is made of eggs, milk, diced ham, green peppers, onions, and sometimes mushrooms.*

EGG WHITES

The part of the egg left after the yolk has been removed.

Sentence: *The white meringue on top of a lemon meringue pie is made from egg whites.*

GELATINE JEWELS

Jello cut into fancy shapes.

Sentence: *The next time you make jello, pour it onto a cookie sheet with sides. After the jello gets firm, use cookie cutters to make your own gelatine jewels.*

SHERBET

A dessert similar to ice cream but with less cream.

Sentence: *Because sherbet is made with less cream, it has fewer calories.*

CREPES

Thin pancakes wrapped around meat or fruit and served as a main dish or dessert.

Sentence: *If you have never had crepes full of fresh strawberries covered with whipped cream and shaved chocolate, you don't know what your are missing.*

ENGLISH MUFFIN

A small, flat, round breakfast bread eaten instead of toast.

Sentence: *Most people like to toast English muffins before eating them.*

DANISH PASTRY

A sweet breakfast roll sometimes made with fruit or cheese in the center and covered with icing.

Sentence: *Each day for breakfast June had to have her Danish pastry and coffee.*

MELBA TOAST

Bread sliced very thin and well browned.

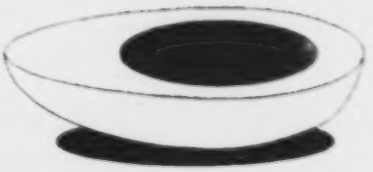
Sentence: *Melba toast was named after a famous opera singer named Nellie Melba.*

LONDON BROIL

Beefsteak served broiled and sliced thin.

Sentence: *Some people who like London broil say that if it's not red inside then it's overcooked.*

DEVILED EGG



A boiled egg cut in half. The egg yolk is scooped from the center, mixed with seasonings and mayonnaise, and placed back into the egg white.

Sentence: *Be sure to sprinkle the tops of your deviled eggs with parsley or paprika to make them look attractive.*

SAUERKRAUT

A vegetable made from chopped or shredded cabbage.

Sentence: *The school cafeteria serves pork, sauerkraut and mashed potatoes on the second Tuesday of each month.*

ANTIPASTO

An Italian appetizer made from meat, fish, olives, tomatoes, peppers, cheeses and other ingredients served with oil and vinegar.

Sentence: *With his bread sticks George ordered a fresh antipasto before his dinner.*

FETTUCINI

Long, thin, flat Italian pasta.

Sentence: *I like fettucini better than I like spaghetti.*

PASTA

Noodles of various shapes and sizes served with a variety of Italian dishes.

Sentence: *I can name at least five different kinds of pasta: macaroni, ravioli, fettucini, spaghetti, and linguini.*

SCALOPPINE

Small, thinly sliced pieces of veal or other meat.

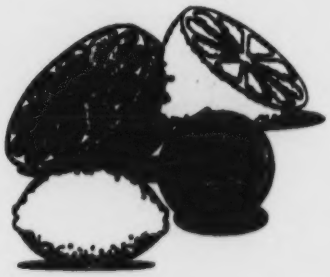
Sentence: *Scaloppine is usually cooked in a sauce of wine, tomatoes and other seasonings.*

MISCELLANEOUS DEFINITIONS

CITRUS

Containing citric acid which is found in lemons, limes, grapefruit, oranges and similar fruit.

Sentence: *Every good diet contains some type of citrus fruit.*



TRIO

A group of three.

Sentence: *Each patient was offered a trio of entrees to select from.*

WINE SAUCE

A sauce or gravy whose primary ingredient is wine.

Sentence: *When cooked properly, wine sauce contains no alcohol.*

AU JUS

Natural gravy from cooked beef.

Sentence: *Au jus, made from beef, is a natural gravy that tastes good on all kinds of dark meat.*

CONDIMENT

Something put on food, such as ketchup, mustard, mayonnaise, to give it extra seasoning or flavor.

Sentence: *Be careful when putting condiments on your food because they may be high in salt content.*

ENTREE

A dish served as the main course.

Sentence: *Chicken, beef, and fish were the main entrees from which we could select.*

DEFINITIONS OF COOKING PROCESSES

BAKE

To cook covered or uncovered in an oven or oven-type appliance. (Cooking meats uncovered is called roasting.)

Sentence: *Many people who are watching their weight prefer to bake their chicken.*

BOIL

To cook in liquid at a high temperature (212 degrees) until bubbles repeatedly rise to the surface.

Sentence: *Be sure to boil the water before you put in the pasta.*

BROIL

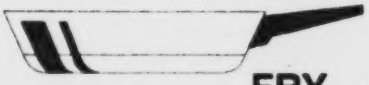
To cook by direct heat, usually close to the top heating element, in the oven or over charcoal or wood.

Sentence: *I broil my fish for 2 minutes on each side, and it turns out perfectly.*

POACH

To cook in hot liquid being careful that the food holds its shape while cooking.

Sentence: *To poach an egg, simply put in very hot water for about 3-4 minutes.*



FRY

To cook in hot fat or oil.

Sentence: *In the hospital, we try not to fry many of the foods.*

PUREE

To rub or pass through a sieve to make a smooth sauce.

Sentence: *If you have a hard time eating solid food, the dietician may suggest that you puree your meals first.*

GARNISH

To decorate with pieces of colorful food.

Sentence: *Parsley, lettuce, or sometimes fruit can be used as an attractive garnish.*

STEAM

To cook in steam using a small amount of boiling water with or without pressure.

Sentence: *You can steam your vegetables in the microwave or on top of the stove.*

CREAMED

To beat to a smooth consistency.

Sentence: *Creamed corn has a somewhat milky, smooth texture.*

MASH

To crush and smash into a smooth thick mixture.

Sentence: *If you have not tried it already, the next time you have sweet potatoes you should mash them.*

AU GRATIN

To top with crumbs and/or cheese and browned in the oven or under the broiler.

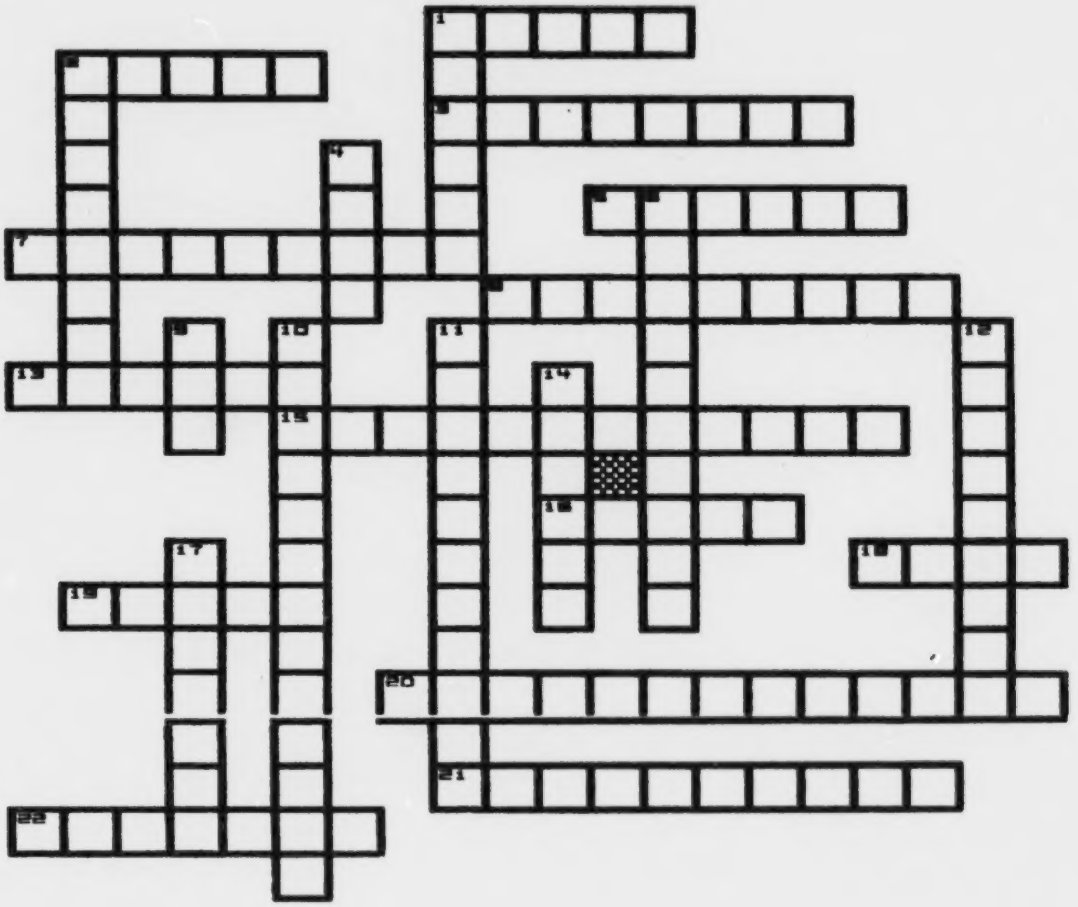
Sentence: *Tuna casseroles are often served au gratin.*

SCALLOPED

To bake in a cream or cheese sauce as potatoes or fish.

Sentence: *Potatoes baked in a cream or cheese sauce are scalloped.*

Crossword Puzzle 1



ACROSS CLUES

1. liquid in which meat and often barley are gently boiled
2. natural gravy from cooked beef
3. milk from which the cream has been removed
5. eggs beaten up with milk or water and cooked in a frying pan
7. a refined vegetable oil spread used in place of butter
8. baked in a cream or cheese sauce as potatoes or fish
13. a dish served as the main course
15. fried corn batter
16. to cook in hot liquid being careful that the food holds its shape
18. a group of three
19. rub or pass through a sieve to make a smooth sauce
20. soft, mild, unripened cheese
21. milk low in cream content
22. an ice containing milk dessert

DOWN CLUES

1. a rich soup of shellfish or chicken flesh
2. topped with crumbs and/or cheese and browned in the oven
4. to cook in liquid at the boiling temperature
6. bread sliced very thin and well browned
9. to cook in hot fat or oil
10. the absence of a stimulant found in caffeine
11. beefsteak served broiled and sliced
12. the remaining substance of an egg after the yolk has been removed
14. thin pancakes wrapped around meat or fruit
17. powdered milk or cream used in a hot drink

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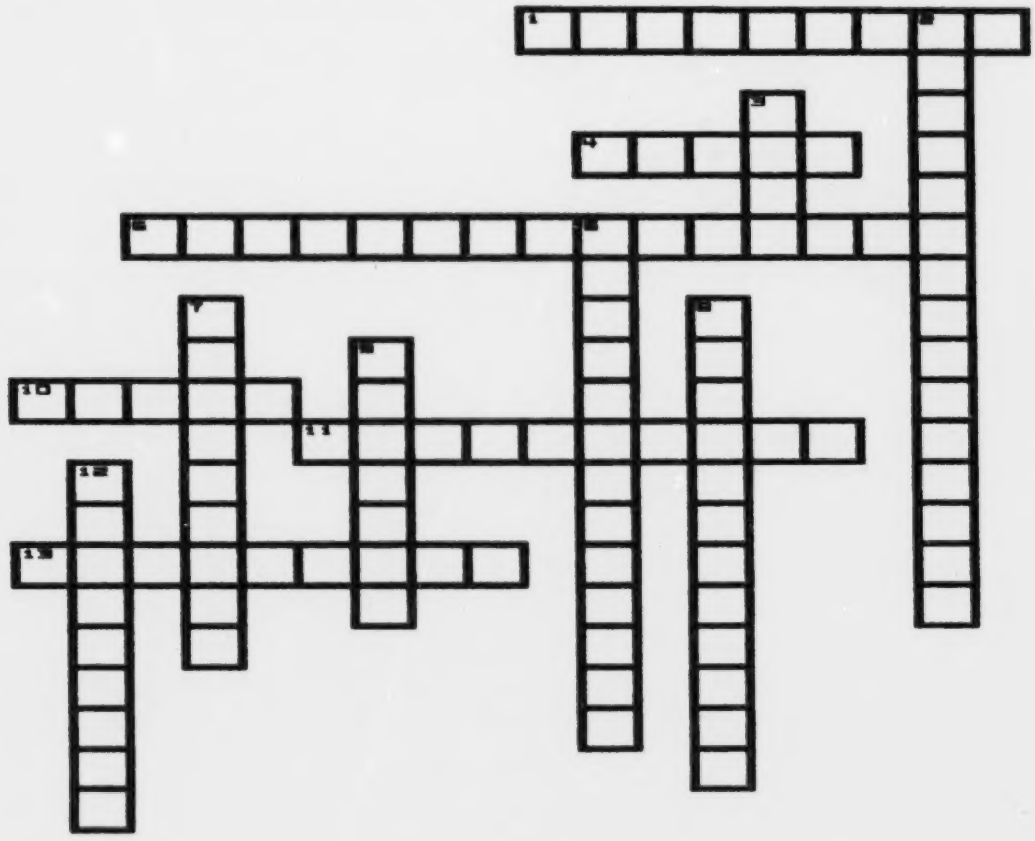
Crossword Puzzle 2



ACROSS CLUES

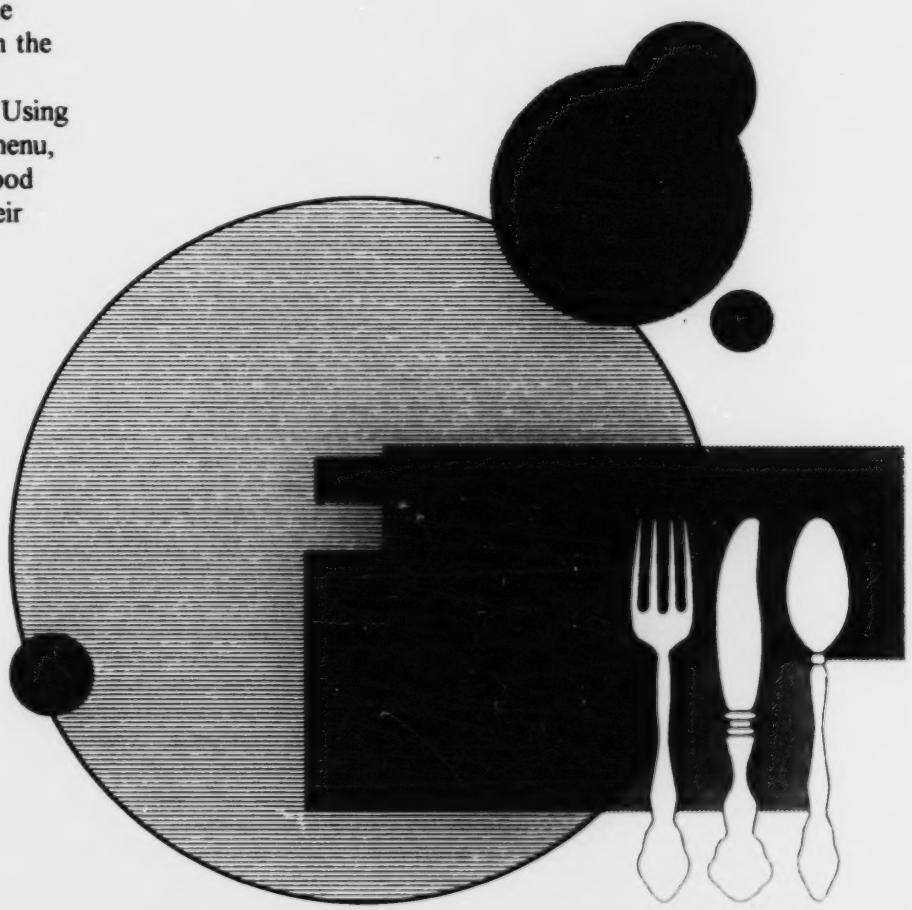
1. primary ingredient is wine in this sauce
4. to cook with steam with or without pressure
5. hard, compact, flaky cheese
10. paste or dough made of flour and water
11. a long slender piece of bread
13. an Italian appetizer made up of meats, fish, olives, tomatoes, peppers and cheese

DOWN CLUES

2. liquid broth of chicken and corn
3. to cook covered or uncovered in an oven
6. a small flat, round porous bread
7. narrow strips of Italian pasta
8. a sweet roll
9. decorate with small pieces of colorful food
12. something such as pepper, mayonnaise, etc., that gives flavor to food

MY MENU

Directions:
Look at the menu on the following pages. As you read it, you will discover that the food items on the menu are in the wrong categories. Using the blank menu, write the food items in their correct categories.



MY MENU

Appetizers

Chocolate Pudding

Steamed Waxed Beans

Decaffeinated Coffee

Crackers

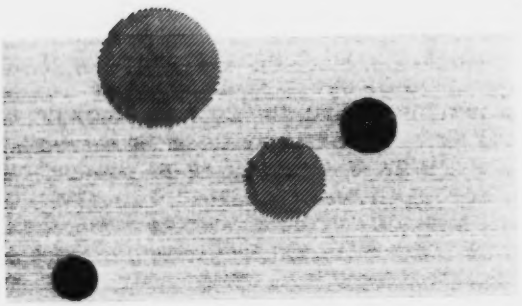
Entrees

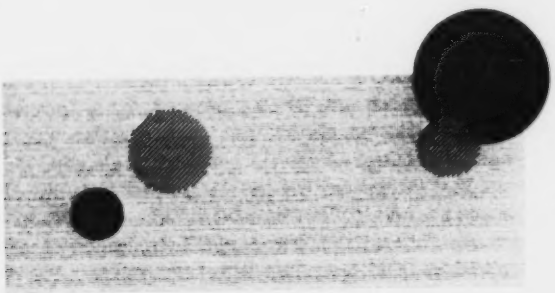
Mashed Potatoes

Chicken Gravy

Wheat Bread

Low Fat Milk





MY MENU

Accompaniments

Cream of Tomato Soup

Herbal Tea

Sliced Ham Covered with Cheese Sauce

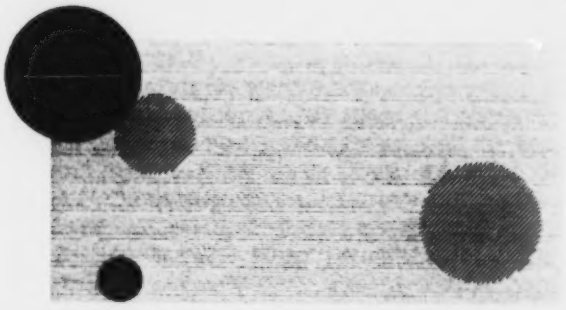
Cherry Gelatin

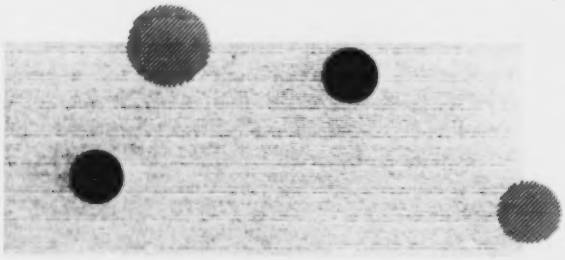
Desserts

Homemade Beef Stew

Steamed Cauliflower

Sliced Breast of Chicken Covered with Gravy





MY MENU

Breads

Gingerbread

Pound Cake

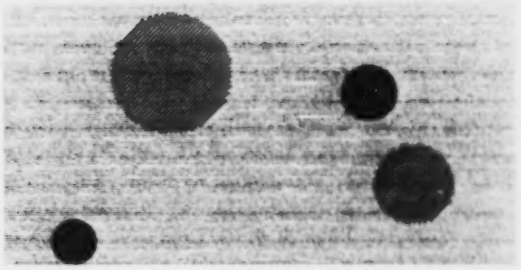
Juice of the Meal

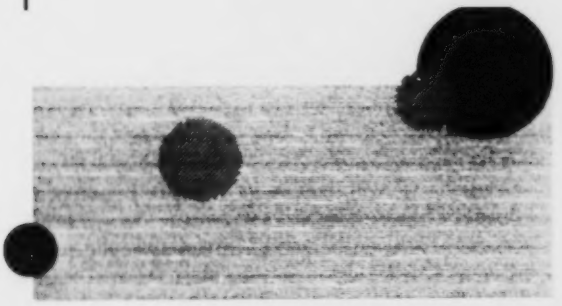
Beverages

Applesauce

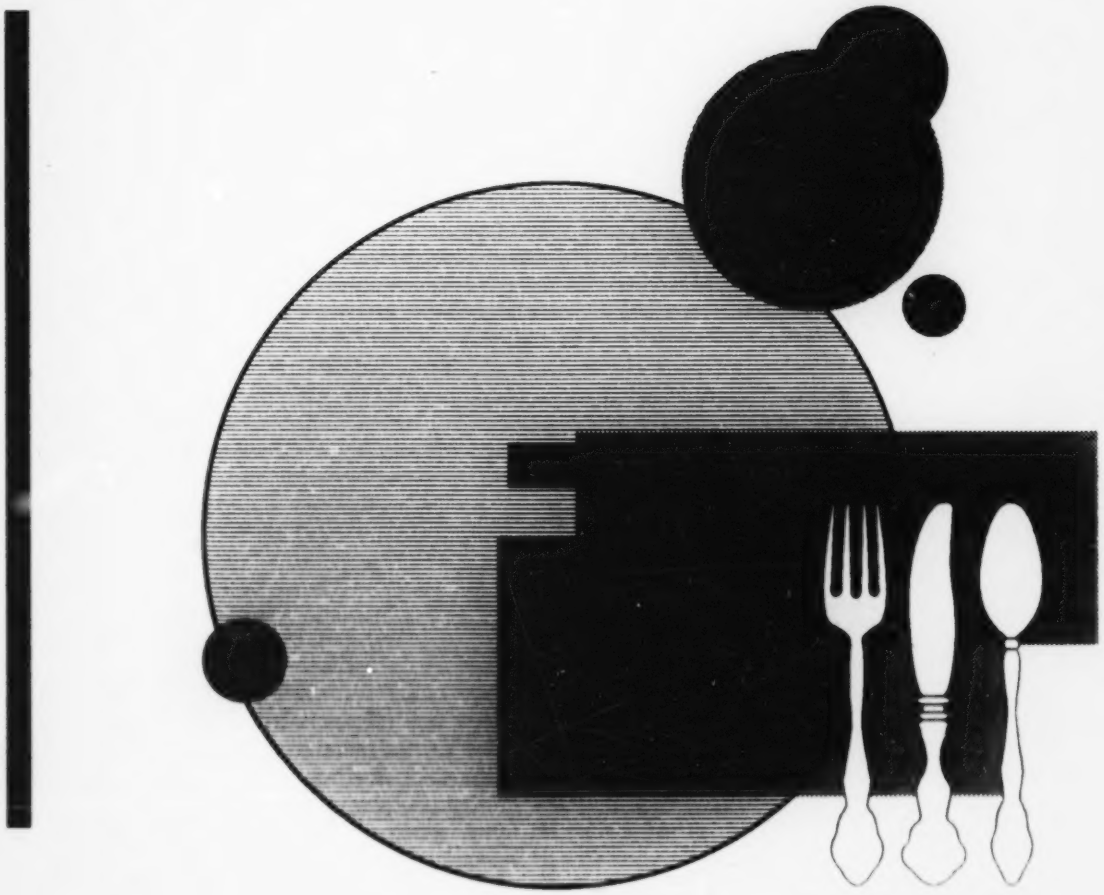
Chilled Pears

Sliced American Cheese on White Bread



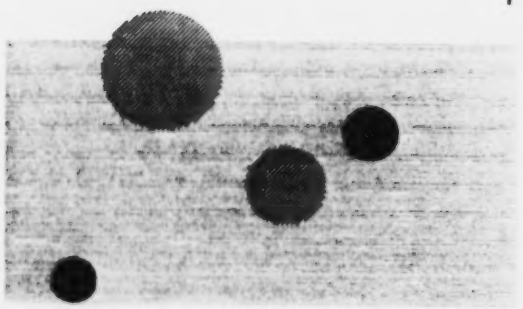


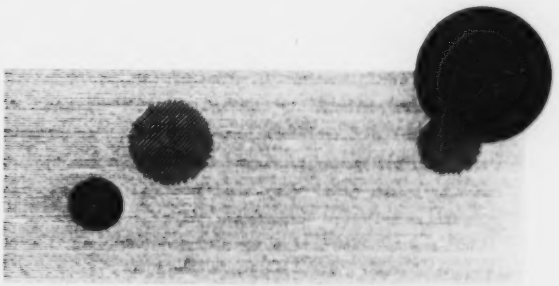
MY MENU



MY MENU

Appetizers	Entrees

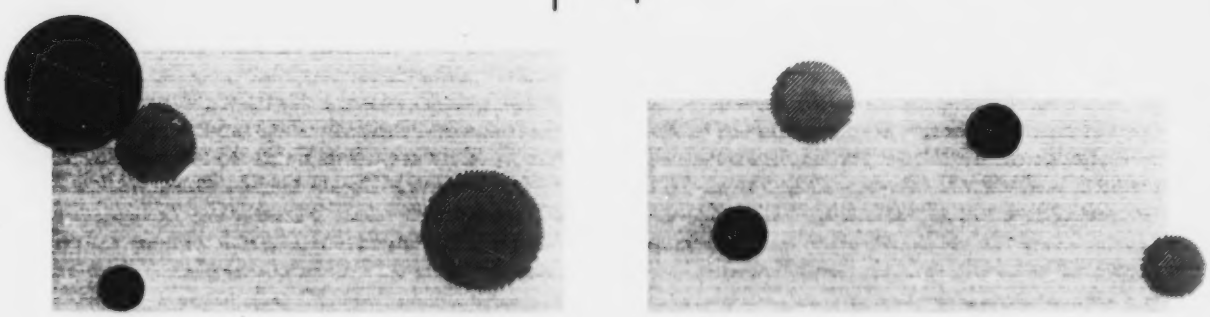




MY MENU

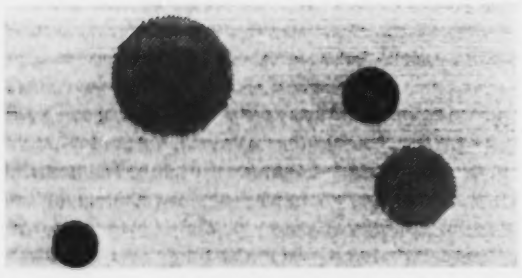
Accompaniments

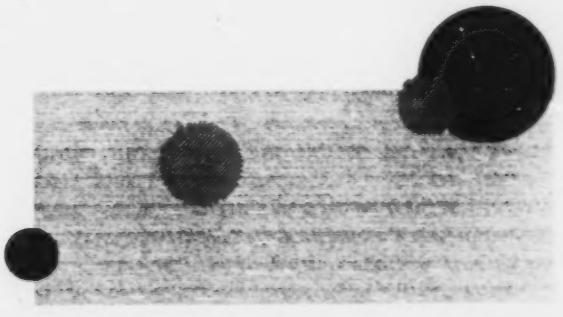
Desserts



MY MENU

Breads	Beverages





Role Play Activity

Materials: A hospital menu.

Situation: Student "A" plays the role of the Dietetic Representative.

Student "B" plays the role of the patient asking questions about the items on the menu.

Student "A" must explain food items from the patient menu. The patient is unfamiliar with many of the items on the menu and needs detailed explanations.

Students "A" and "B" reverse roles and act out the same situation.

Homework Assignment

Directions: Describe the following food items or cooking processes. You can include how the food is prepared and some of the main ingredients of the food. You may also say if the item is a(n) *appetizer, entree, accompaniment, dessert, cooking process, or bread.*

- Ham Divan

- Green Bean Almondine

- Alfalfa Sprouts

- Pita Bread

- Chicken Croquette

- Vinegarette

- Pearl Onions

- Florentine

- Iced Cream Puffs

- Butter Crunch

- Rice Pilaf

- Teriyaki

Section Three

Contents

- **Lesson Two - Menu Design**

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Lesson Two - Menu Design

GOAL

Upon completion of this lesson students will:

- become more comfortable with food preparations
- be able to better explain the cooking process of menu items to patients.

Activities/Materials

1. Develop a menu based on the categories of food found on the patient menu.
2. Get food ideas from the food section of the Sunday newspaper.

Hand-outs provided for menu development. Newspapers also provided.

Method

For this activity the teacher designed a blank menu worksheet with slots for food items based on the categories of food found on the patient menu which include: juices, fruits, cold selections, hot selections, entrees, accompaniments, desserts, breads, and beverages. Give students the food item sections of the newspaper. They were to get ideas of foods from these sections and create a menu. Students were asked to write the name of the dishes/beverages and exactly how they are prepared.

Conclusion

This activity proved to be a challenge for some students because of their inexperience with cooking. They tended to write those items prepared instantly or those that were microwavable. The teacher did not accept this. Students were asked to think of foods that actually needed to be prepared besides instant food.

The teacher suggests that for this lesson students be able to work as a group to gain ideas from one another, particularly if the class is a predominantly younger population. The teacher found that these students had the most difficult time in developing a menu.

Lesson Two - Menu Design - Teacher's Packet

Contents

- Menu design student worksheet

Menu Design Worksheet

Directions: Using the newspaper, find as many food and beverages items as you can for each of the menu sections below.

Write the name of the menu item in the first column. Write how the menu item can be prepared in the second column.

Juices	Preparation

Hot Selection	Preparation

Desserts	Preparation

Fruits	Preparation

Entrees	Preparation

Breads	Preparation

Cold Selection	Preparation

Accompaniments	Preparation

Beverages	Preparation

Section Four

Contents

- **Lesson Three - Following Directions**

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Lesson Three - Following Directions

GOAL

Upon completion of these activities students will be able to:

- better understand verbal and written directions
- ask questions about directions if not clear about them
- execute the directions in the proper sequence.

Activities/Materials

Hand-outs:

1. Can You Follow Directions (A 3-minute test)
2. Following Verbal Directions (Hand-out)
3. Sending a Fire Alarm (Hand-out)
4. Using a Fire Extinguisher (Hand-out)
5. Check-Point/Reviewing What You've Learned (Hand-out)
6. Iron On Your Name (Hand-out)
7. Practice Page (Hand-out)
8. Watch Out: Medicine (Hand-out)
9. Completing an Application (GED testing application form)

Methods

Prior to beginning class activities, the teacher began by discussing the importance of following directions. She asked students to think of all the tasks they perform that requires them to follow specific directions. Examples were given such as microwaving food, disposing of food, doing calorie counts, completing forms, completing menus and cleaning the patients' kitchen. The class also discussed the consequences of not following directions in doing job tasks and how this can affect patient care.

Can You Follow Directions

The teacher administered the "Can You Follow Directions" test. It is a 3 minute timed test. The instructor explained that the results of this test will help indicate how well one follows directions. She stressed the importance of reading the instructions carefully. The results of this test showed that only one student out of each class followed Step 1, i.e., "Read everything carefully before doing anything."

Following Verbal Directions

The next exercise involved following verbal directions. The teacher simply read the steps of the directions and with pen and paper, students

followed the steps.

Sending a Fire Alarm, Using a Fire Extinguisher, Check-Point, Iron On Your Name, Practice Page, Watch Out: Medicine

The object of these exercises was to read and follow directions according to the instructions. The class did this as both an individual and a group activity. First, each student completed each exercise, then the class reviewed the answers as a group.

The Application for Commonwealth Secondary School Diploma

Each student was required to complete this application as if they were applying to take the test for the General Educational Development (GED) diploma. They were to read the instructions, and ask any questions they needed to complete the form correctly.

Homework Assignment

The students were given the homework assignment worksheet. They were asked to describe, in writing, how to complete the listed activities. All the activities were observed by the project supervisor when she did the task analysis. This activity helped the students with writing, sequencing, remembering details, and oral communications skills. (The students were asked to make a brief presentation in front of the class.)

Conclusion

The first activity, *Can You Follow Directions?* gave students the opportunity to see how well they paid attention to instructions. Most of the students ignored Step 1 and proceeded to do the work in the subsequent steps. The results of this brief test helped to set the tone for the following exercises. Everyone paid much closer attention to all the instructions.

Following Verbal Directions was done well by most students. One student failed to write the words in the correct quarters of the circle. When we completed the activity, she said she wasn't certain that she had the words in the correct place; however, it never crossed her mind to ask me to repeat the steps. Her feedback gave me the opportunity to stress the importance of asking questions when a direction is not understood.

Sending a Fire Alarm, Using a Fire Extinguisher, Check Point, Iron On Your Name, Practice Page, and *Watch Out: Medicine* were all done quite easily. The teacher felt that for her group of learners these lessons were not challenging enough. She would suggest using more difficult exercises such as reading basic maps (road and georgraphic), seating arrangement charts (for auditoriums or stadiums), or postage charts. Prior to having them complete the exercises, the teacher suggests you review the directions with the students and review the map directions of north, south, east, and west. Allow them to ask questions, and at the same time encourage them to use their critical thinking skills.

The *Application for Commonwealth Secondary School Diploma* was a very good exercise. It required students to read the directions and to be meticulous about completing the form. Most students did not realize they were to print their names, social security numbers, and day and year of birth date in the boxes above the circled letters and numbers. Neither did the instructions tell them to do so. However, it is inferred by the designation of last name, first name, MI, social security number and birth date.

Lesson Three - Following Directions - Teacher's Packet

Contents

- Can You Follow Directions
- Following Verbal Directions
- Worksheet Reference Guide
- Homework Assignment

CAN YOU FOLLOW DIRECTIONS?

This is a timed test -- you have only 3 minutes.

1 . Read everything carefully before doing anything.

2 . Put your name in the upper right-hand corner of this page.

3 . Circle the word "NAME" in sentence two.

4 . Draw five small squares in the upper left-hand corner.

5 . Put an "X" in each square.

6 . Put a circle around each square.

7 . Sign your name under the title of this paper.

8 . After the title write, "Yes, Yes, Yes."

9 . Put a circle completely around sentence number seven.

10. Put an "X" in the lower left-hand corner of this paper.

11. Draw a triangle around the "X" you just put down.

12. On the back of this paper, multiply 703 by 66.

13. Draw a rectangle around the word "corner" in sentence four.

14. Loudly call out your first name when you get this far along.

15. If you have followed directions carefully to this point. call out, "I have."

16. On the reverse side of this paper, add 8950 and 9305.

17. Put a circle around your answer and put a square around the circle.

18. In your normal speaking voice, count from ten to one backwards.

19. Punch three small holes in the top of this paper with your pencil point.

20. If you are the first person to reach this point, LOUDLY call out, "I AM THE FIRST PERSON TO REACH THIS POINT, AND I AM THE LEADER IN FOLLOWING DIRECTIONS."

21. Underline all even numbers on the left side of this paper.

22. LOUDLY call out, "I AM NEARLY FINISHED., I HAVE FOLLOWED DIRECTIONS."

23. Now that you have finished reading everything, do sentences 1 and 3!!

(Note: The author of this example of following directions is unknown. It is commonly used as a way to relieve tension and set a light-hearted mood in classrooms and workshops before serious instruction begins.)

FOLLOWING VERBAL DIRECTIONS

Read aloud the following series of steps. The class will follow the step-by-step instructions.

Reader: Listen to these instructions. I will pause briefly after each step so you can complete it.

Step 1: Take out a sheet of paper.

Step 2: Print your name and address in the upper left-hand corner.

Step 3: Underline your name.

Step 4: Circle your address.

Step 5: Draw a small square in the upper right-hand corner and put a check mark inside it.

Step 6: Draw a large circle in the center of your paper.

Step 7: Draw two lines to divide the circle into four equal parts. One line should go from the top to the bottom. The other line should go from the left-hand side to the right-hand side.

Step 8: In the top right segment of the circle, print the word **listening** in lower-case letters, not capital letters.

Step 9: In the bottom right segment of the circle, print the word **speaking** in lower-case letters.

Step 10: In the top left segment, print the word **reading** in lower-case letters.

Step 11: In the bottom left segment, print the word **writing** in lower-case letters.

Step 12: Underneath the circle, print the word **communication** in capital letters.

(Note: The author of this exercise is unknown)

Worksheet Reference Guide

Worksheet Title	Textbook Name	Publisher	Page
Sending a Fire Alarm	Reading & Following Directions	Janus Book Publishers	15
Using a Fire Extinguisher	Same as above	Same as above	16
Iron-on Your Name	Same as above	Same as above	18
Practice Page	Same as above	Same as above	19
Watch Out: Medicine!	Same as above	Same as above	57

Homework Assignment

Directions: Write instructions on how to perform the following tasks. You may write them as a list, in steps, or using sentences.

1. Complete a calorie count

2. Properly dispose of food trays.

3. Update a patient listing.

4. Prepare a kosher meal for a patient.

Section Five

Contents

- **Lesson Four - Understanding Military Time**

MultiDex

Lesson Four - Understanding Military Time

Upon completion of this lesson, students will be able to:

- convert Eastern Standard Time to military time
- convert military time to Eastern Standard Time
- Locate military time on the *Care Addendum* and convert it to Eastern Standard Time

(The *Care Addendum* is a diet order change for patients. The military time is located in the upper right hand corner of the *Care Addendum*, which indicates the time the diet order change was issued.

Activities and Materials

1. Illustrate military time given on the Eastern Standard Time clock (Hand-out).

2. Convert military time to Eastern Standard Time (Hand-out)

3. Convert Eastern Standard Time to military time (Hand-out)

4. Locate dates for *Care Addendum*.

5. Locate the military time from the *Care Addendum*.

Method

The instructor began this class by showing students a clock with military time on it. She explained that each number represents one hour of our twenty-four day, that is,

0100 (stated oh-one-hundred) hours = 1:00 am

0200 hours = 2:00 am 1300 hours = 1:00 pm

0300 hours = 3:00 am 1400 hours = 2:00 pm

0400 hours = 4:00 am 1500 hours = 3:00 pm

0500 hours = 5:00 am 1600 hours = 4:00 pm

0600 hours = 6:00 am 1700 hours = 5:00 pm

0700 hours = 7:00 am 1800 hours = 6:00 pm

0800 hours = 8:00 am 1900 hours = 7:00 pm

0900 hours = 9:00 am 2000 hours = 8:00 pm

1000 hours = 10:00 am 2100 hours = 9:00 pm

1100 hours = 11:00 am 2200 hours = 10:00 pm

1200 hours = 12:00 pm 2300 hours = 11:00 pm

2400 hours = 12:00 am

To convert Eastern Standard Time in the P.M. hours to military time, simply add the Eastern Standard Time to 1200 hours. For example, 8:00 pm in military time is 2000 (stated twenty-hundred) hours. Eight hours added to 1200 hundred hours equals 2000 hours.

Each minute added to the hour in Military Time coincides with the minutes in Eastern Standard Time. For example, 0115 hours equals 1:15 am, 1005 hours equals 10:05 am, and 2010 hours equals 8:10 pm.

The teacher reviewed this conversion process until most students could convert easily. For those that could not convert after the first review, she worked with them individually.

Assessment

Next, everyone was ready for the conversion activities in the military time and care addendum assessments.

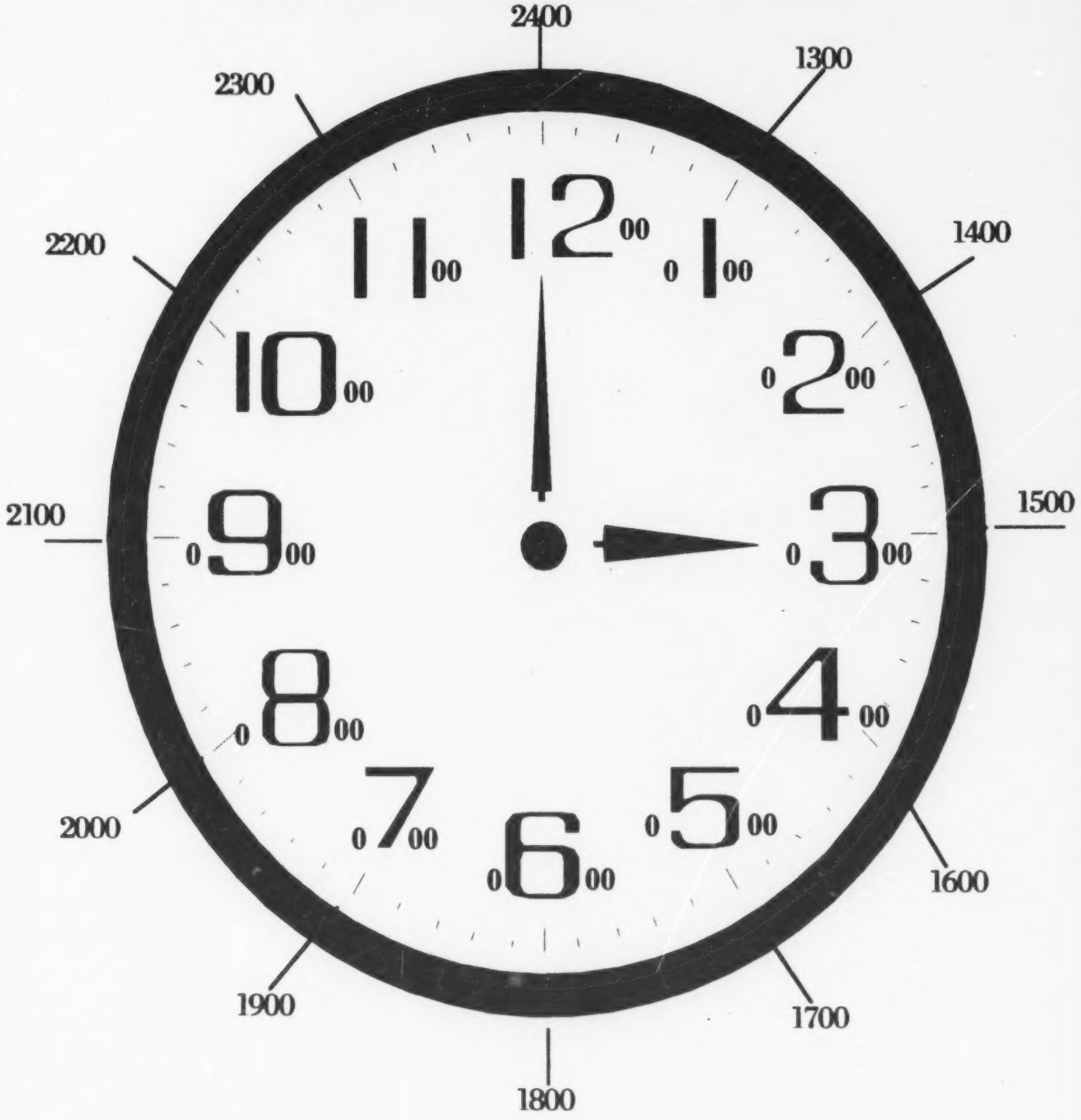
Conclusion

Learning to convert military time was a challenging lesson for most students. The teacher suggests teaching this lesson only if military time conversion is a necessary practice on a daily basis. Constant reinforcement through daily converting is necessary if the conversion process is going to be remembered.

Contents

- Military Time/Eastern Standard Time Clock
- Military Time Assessment
- Eastern Standard Time Blank Clocks (3)
- Care Addendums (3)
- Care Addendum Assessment

Military Time
Eastern Standard Time



Assessment

Military Time

Exercise 1

Directions: Using the clocks marked *"Eastern Standard Time,"* mark the following military times:

Clock 1: 13:30 **Clock 2:** 03:00 **Clock 3**: 22:50

Clock 4: 06:30 **Clock 5:** 17:45 **Clock 6:** 20:20

Exercise 2

Directions: Using the times listed above, convert the military time to *Eastern Standard Time* (EST).

Example: 14:00 hours converts to 2:00 p.m. (EST)

Clock 1: _____ **Clock 2:** _____ **Clock 3:** _____

Clock 4:_____ **Clock 5:** _____ **Clock 6:** _____

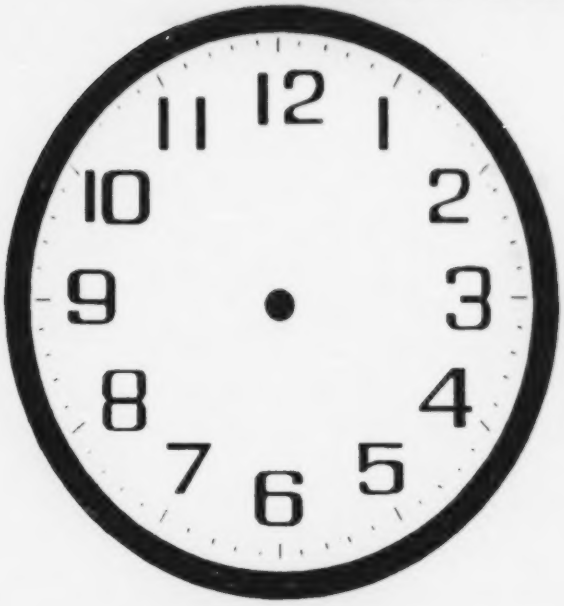
Exercise 3

Directions: Convert the following *Eastern Standard Times* to military times.

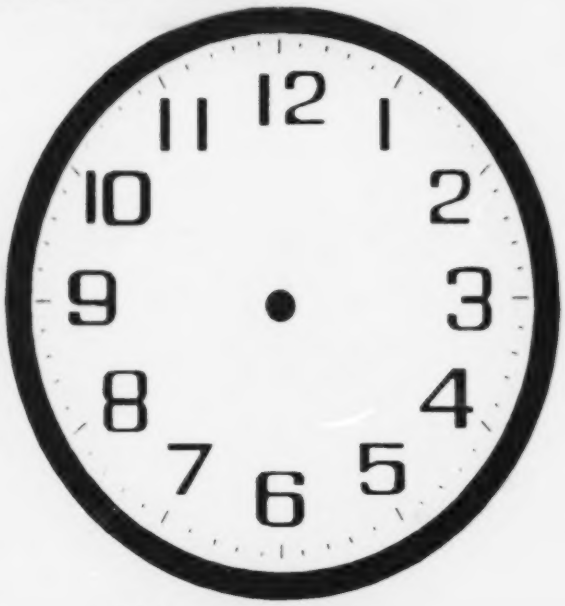
2:30 p.m. _____ 12 noon _____ 12 midnight _____

6:45 p.m. _____ 6:45 a.m. _____ 8:15 p.m. _____

Eastern Standard Time

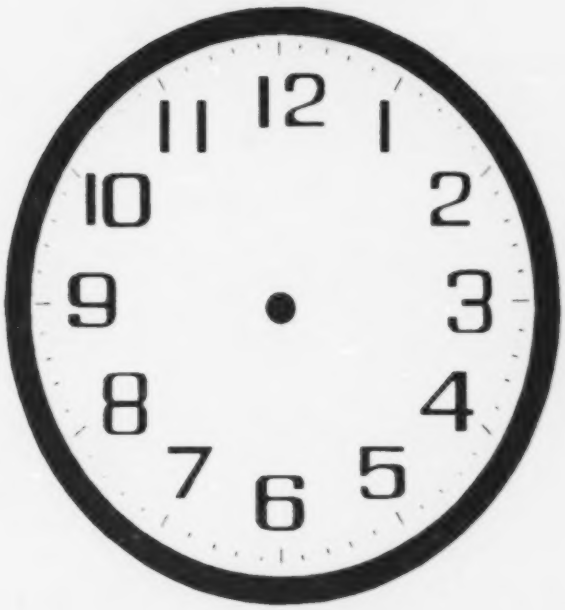


Clock One

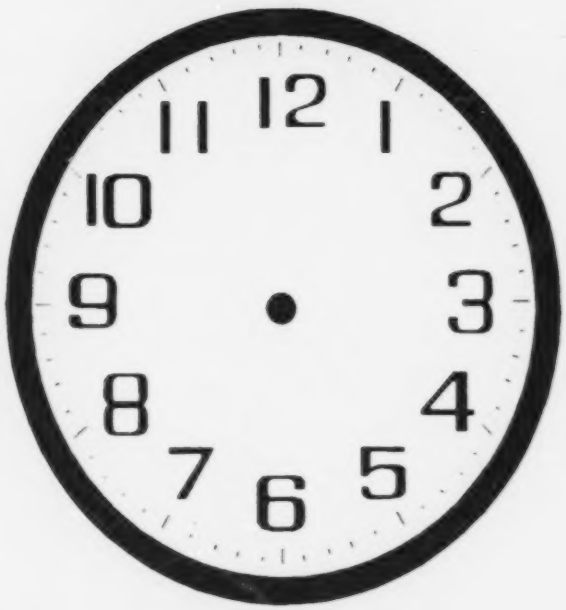


Clock Two

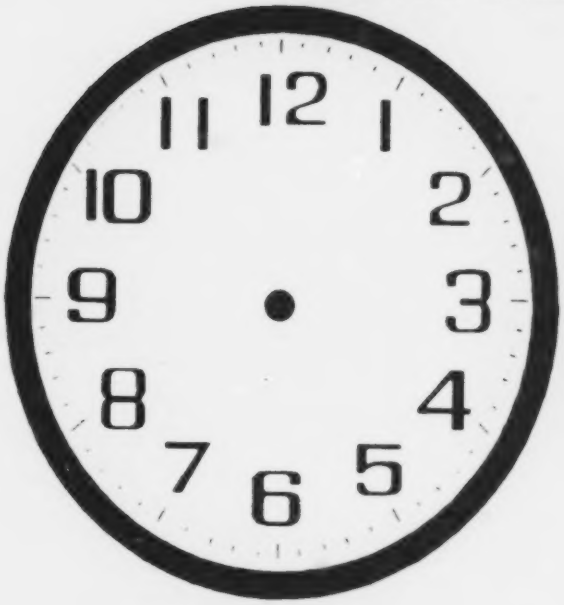
Clock Three



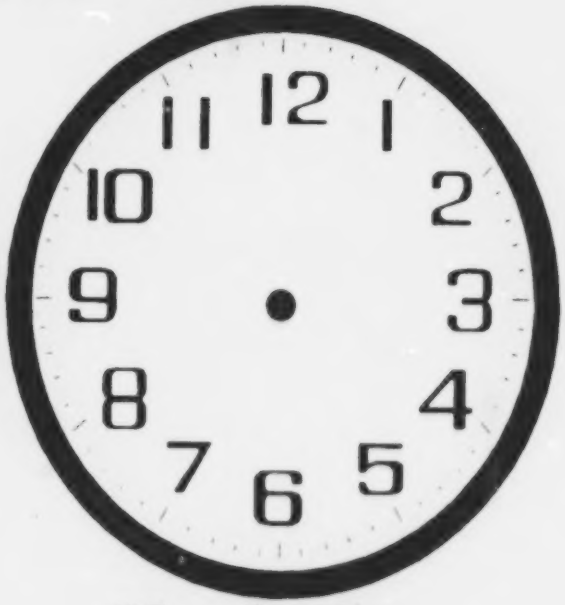
Clock Four



Eastern Standard Time

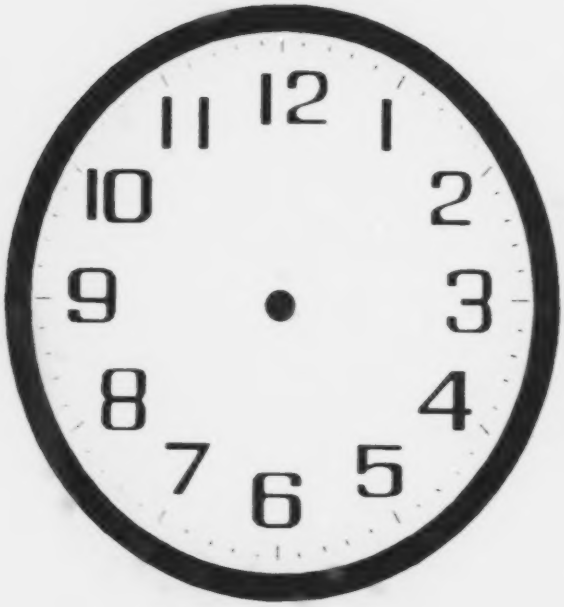


Clock Five

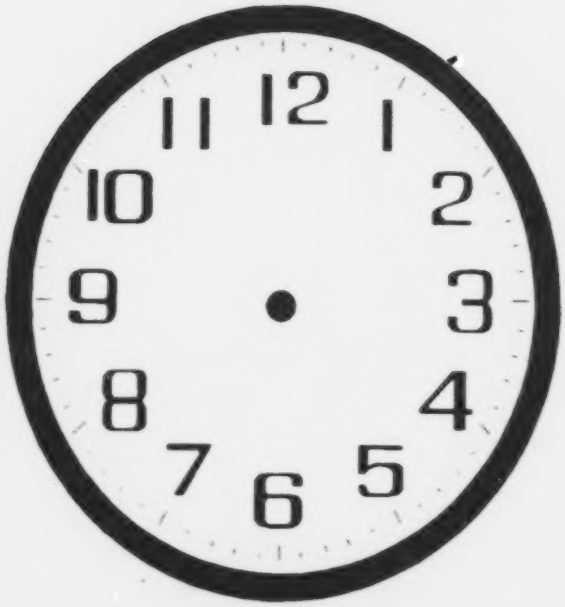


Clock Six

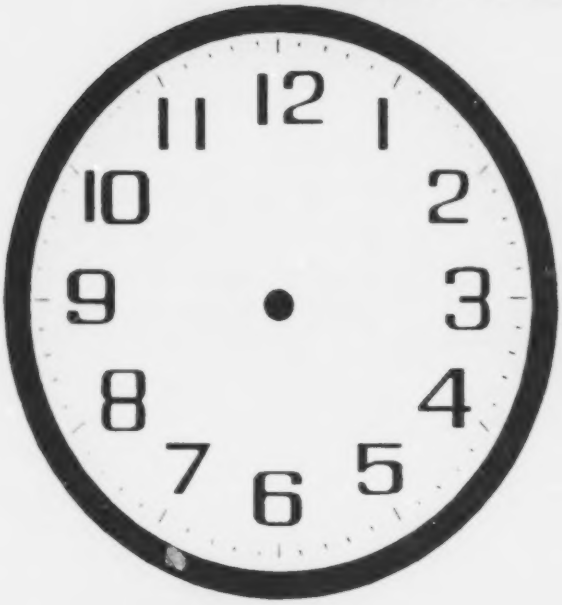
Clock Seven



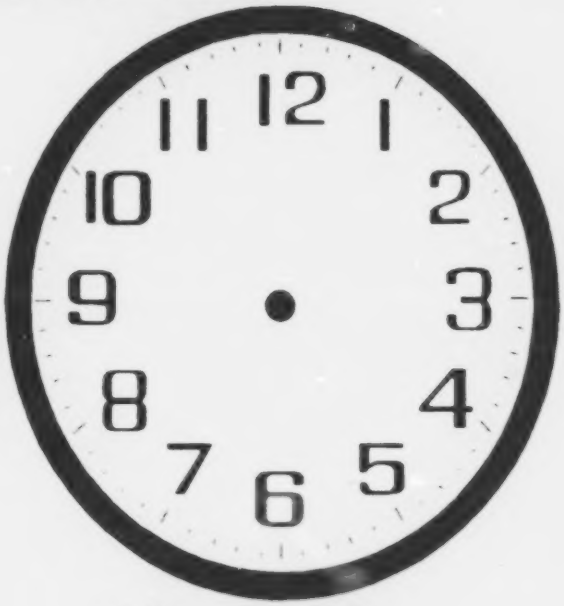
Clock Eight



Eastern Standard Time

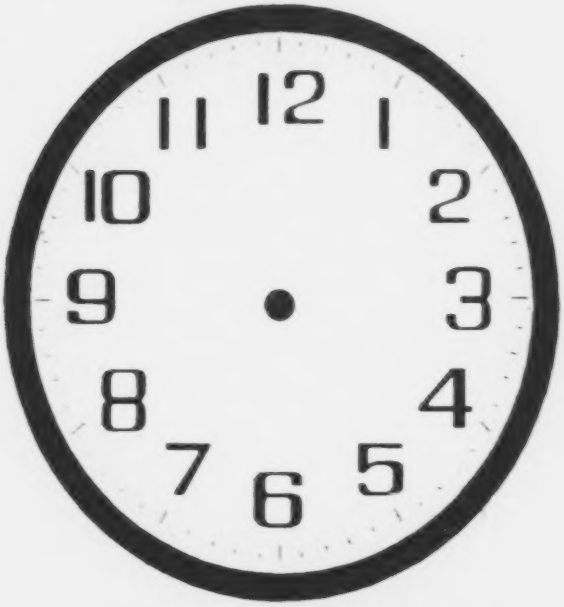


Clock Nine

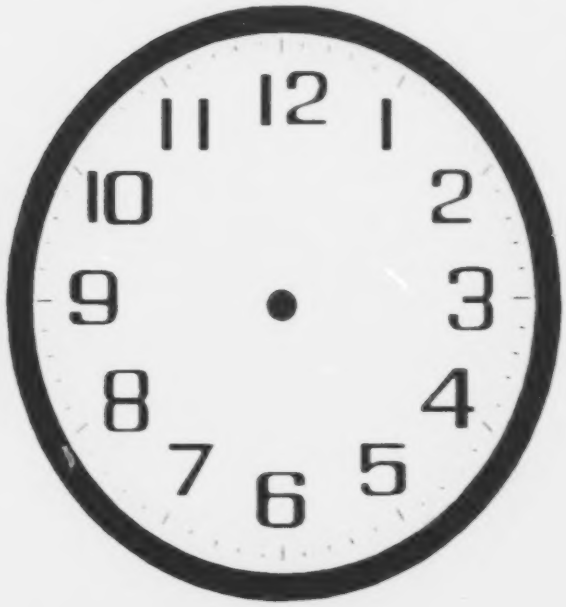


Clock Ten

Clock Eleven



Clock Twelve



Care Addendum - 1

FROM M9 TO M9 SENT ON 07/30/92 AT 20:43:26

* * * NOTE: ORDER IS DATED AHEAD * * * **CARE ADDENDUM**

M900 M902-02 DOE JOHN S

FOOD ALLERGIES --------- NONE ORDER # 0032

DIET ORDERED # 98

NPO

BGN DAY	BGN DATE
FRIDAY	07-31

BGN MEAL	FREQ
BREAKFAST	CONT

ORDERING PHYSICIAN

MYERS/KMD

Care Addendum - 2

FROM B10 TO B10 SENT ON 01/10/93 AT 15:39:21

CARE ADDENDUM

NB10 1035-01 SMITH MARY B

FOOD ALLERGIES -------- NKA ORDER # 0031

DIET ORDERED # 38

4 GM NA (NAS)

BGN DAY	BGN DATE
SUNDAY	01-10

BGN MEAL	FREQ
DINNER	CONT

ORDERING PHYSICIAN

GOLDMAN/DB

Care Addendum - 3

FROM NB10 TO NB10 SENT ON 01/10/93 AT 14:55:39

CARE ADDENDUM

NB10 1034-01 JACKSON WILLIAM A

FOOD ALLERGIES -------- NONE ORDER # 0059

DIET ORDERED # 34

LFLC (PRUDENT)

BGN DAY	BGN DATE
SUNDAY	01-10
BGN MEAL	FREQ
DINNER	CONT

ORDERING PHYSICIAN

JUDSON/RAH

Assessment

Care Addendum

Exercise 1

Directions: Using the *Care Addendum* sheets, locate the dates that the patients' diet orders were changed. Write the dates on the line below.

Exercise 2

Directions: Using the Care Addendum sheets, locate the military times that the patients' diet orders were changed. Write the times on the line below.

Exercise 3

Directions: Convert the military times from "Question 2" to *Eastern Standard Time* (EST). Use the line below to write your answers.

Section Six

Contents

- **Lesson Five - Calculating Percents**

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Lesson Five - Calculating Percents

GOAL

Upon completion of this lesson, students will be able to:

- determine the percentage of parts not shaded in a square.
- determine the percentage of food consumed on an illustration.
- determine the percentage of beverages that have been consumed on an illustration.

Activities/Materials

1. Calculate percent of unshaded area. (Hand-out)
2. Calculate percentage of food eaten. (Hand-out)
3. Calculate percentage of beverage drunk. (Hand-out)
4. Homework assignment

Method

Calculate Percent of Unshaded Area

The teacher introduced the concept of percentage by explaining that percent is a special ratio comparing a number to 100. She showed students a picture of a box with one hundred squares in them. She then shaded in 50 squares and asked them to tell me how many boxes were shaded. Their response was "50." She then asked them to tell me what percentage was shaded. They responded "50%." The teacher then passed out a hand-out which required students to determine the unshaded portion of squares in percentages. Everyone was quite familiar with percents, so this exercise was completed easily.

Calculate Percentages of Food Eaten and Beverage Drunk

For the next exercise, the teacher handed out illustrations of a dinner meal with the full course at the top of the page, and the partially consumed meal at the bottom of the page. Students were to determine what percentage of each item was consumed, and what percentage of food on the plates had been consumed. They also had to determine what percentage of beverages were consumed. They answered the questions at the bottom of the pages.

Homework Assignment

The homework assignment, in which the students are asked to shade various portions of a breakfast and lunch meal, gives the students the opportunity to show that they understand the concept of percentages.

Conclusion

All students (of Group One) were quite familiar with calculating percents. If you find that your students are quite comfortable with percents, it is suggested that you present a lesson on calculating decimals. The teacher did not present this to Group Two students due to time constraints; however, she recommends this for future Dietetic Representative students because they are required to take meal orders for guests of patients. This involves their taking monies from guests and perhaps having to bring back change.

Suggested Lesson: Calculating Decimals

Goals

Upon completion of this lesson students will be able to:

- add, subtract, multiply, and divide decimals
- take meal requests from patients' guests and return with correct change.
- be aware when they receive incorrect change and ask for the correct amount.

Activities/Materials

1. Adding money (Hand-out)
2. Subtracting money (Hand-out)
3. Multiply money (Hand-out)
4. Dividing Money (Hand-out)
5. Role Play

Method

Adding, Subtracting, Multiplying, Dividing

Begin by discussing the skills necessary to make correct change. In particular, one needs to be able to add and subtract, multiply and divide. Discuss the occasions when it is necessary to use these skills. Next, give hand-outs on the subject of computing money. Allow students to work in a group on these hand-outs so that they can help one another.

Role Play

After completing the hand-outs, have students prepare to role play. Explain the scenario, and call on students to act as a patient's guest, a Dietetic Representative supervisor and a Dietetic Representative.

Evaluation/Suggestions

Students who determine the correct amount of money they need in the role play have successfully completed this lesson. Students not determining the correct change must try the role play again, using pencil and paper if necessary. Hand-outs can be collected, corrected and returned to students. Review with class any problem areas.

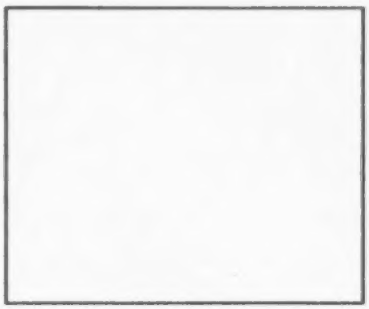
Contents

- Worksheet - Calculating Percentage of an Unshaded Area
- Worksheets - Calculating Percentage of Food Eaten
- Worksheets - Calculating Percentage of Beverage Drunk
- Worksheet - Homework Assignment
- Resource Sheet for Calculating Decimals
- Role Play Activity for Calculating Decimals

One Hundred Percent (100%) Is The Same As One

Shade the entire box.

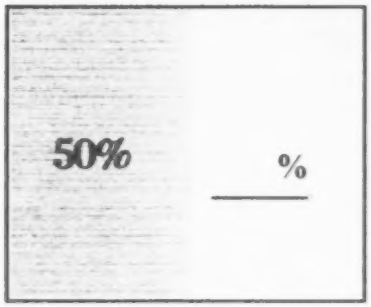
What percent of the box is shaded? _____



$1 = \frac{100}{100} =$ ____

Directions: Write on the blank line the percent of the box that is **not** shaded.

1



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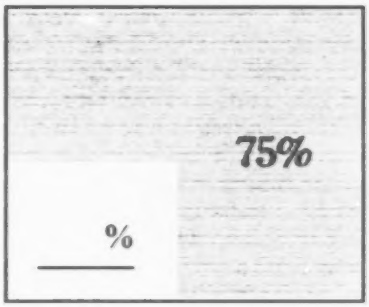

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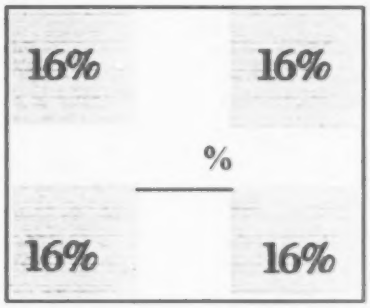

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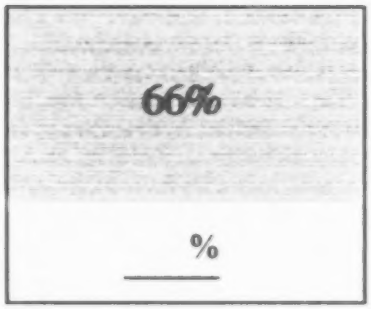

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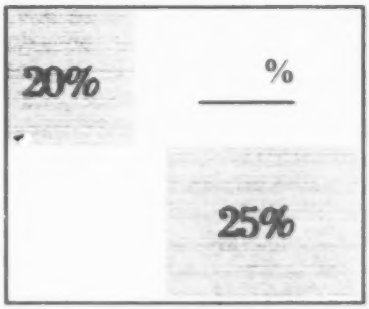

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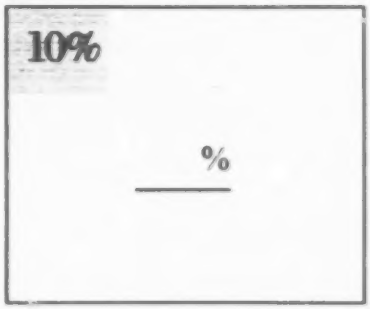

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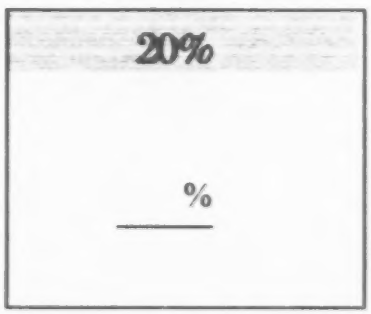

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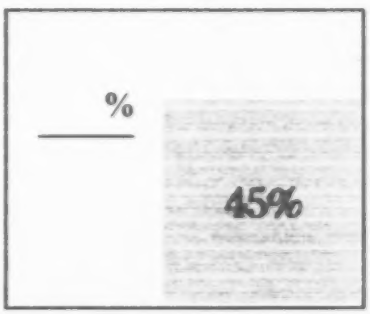

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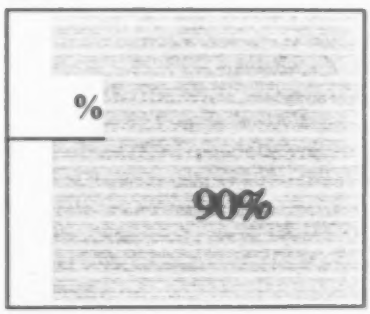
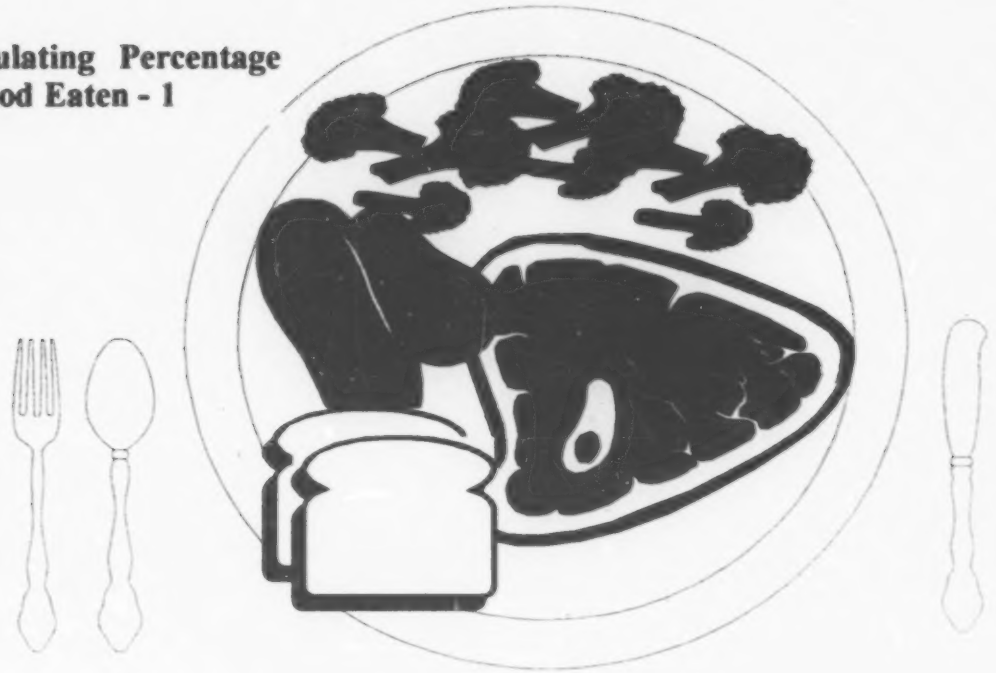


Calculating Percentage of Food Eaten - 1



What percentage of the steak has been consumed (eaten)?

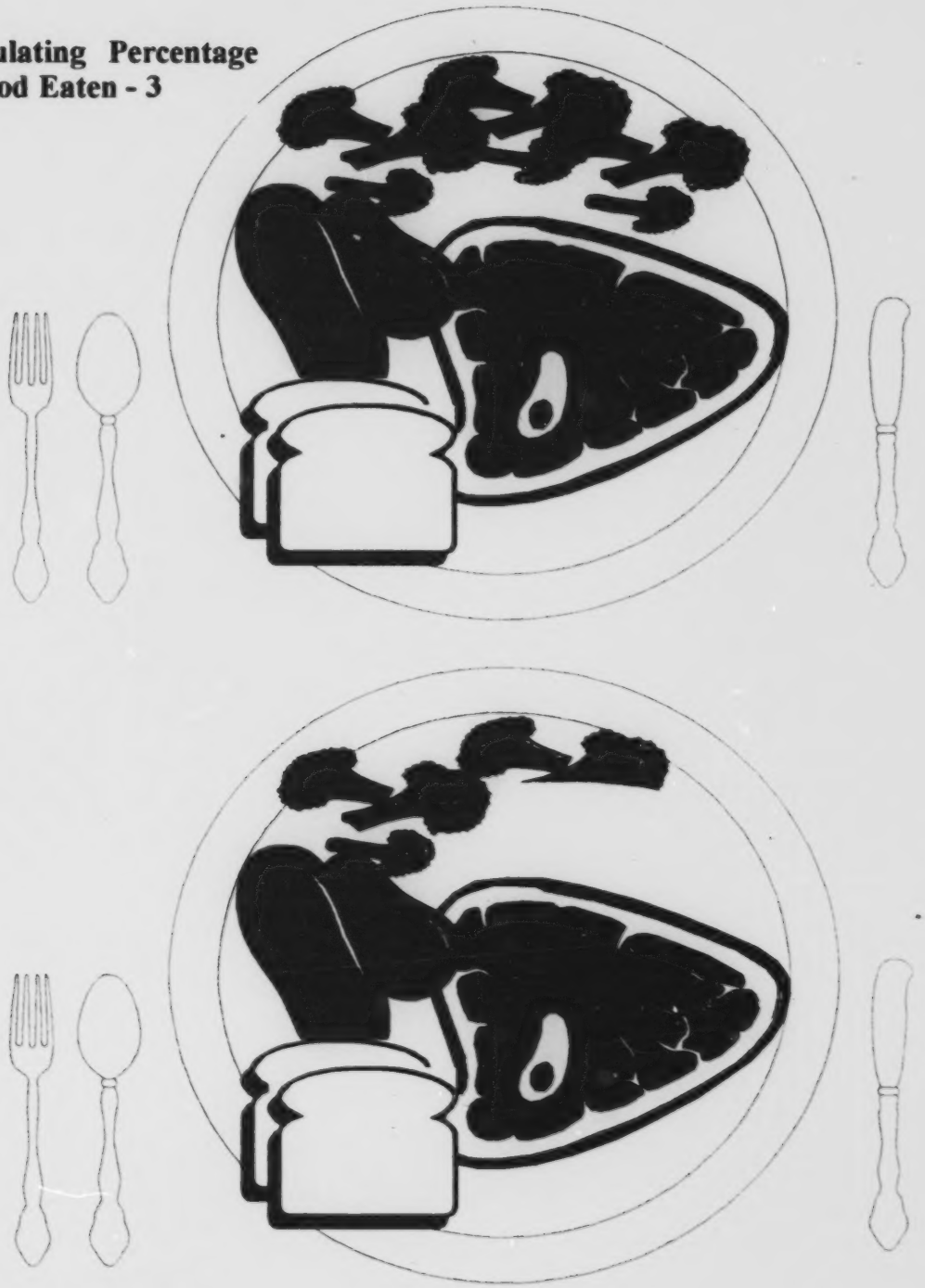
_____

Calculating Percentage of Food Eaten - 2

What percentage of food on this plate has been consumed?

_____

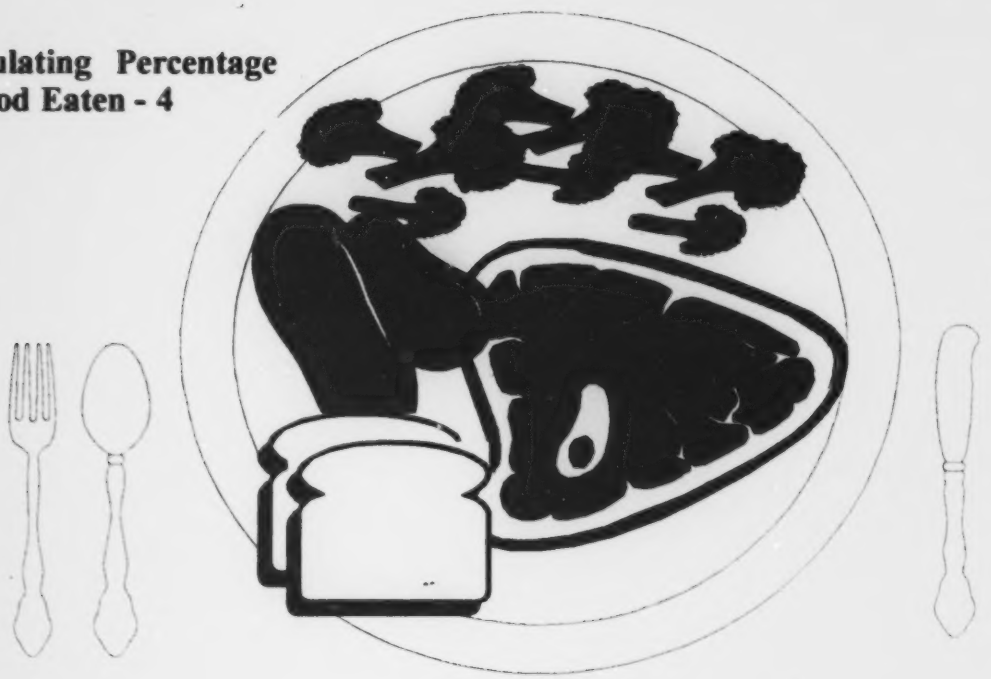
Calculating Percentage of Food Eaten - 3



What percentage of broccoli has been consumed?

_____

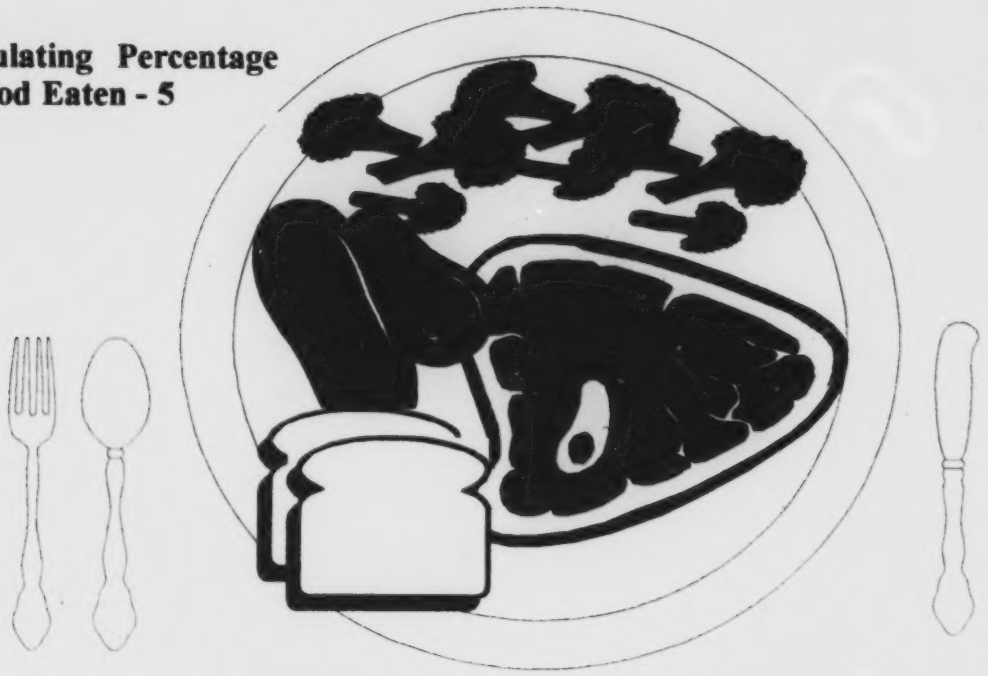
Calculating Percentage of Food Eaten - 4

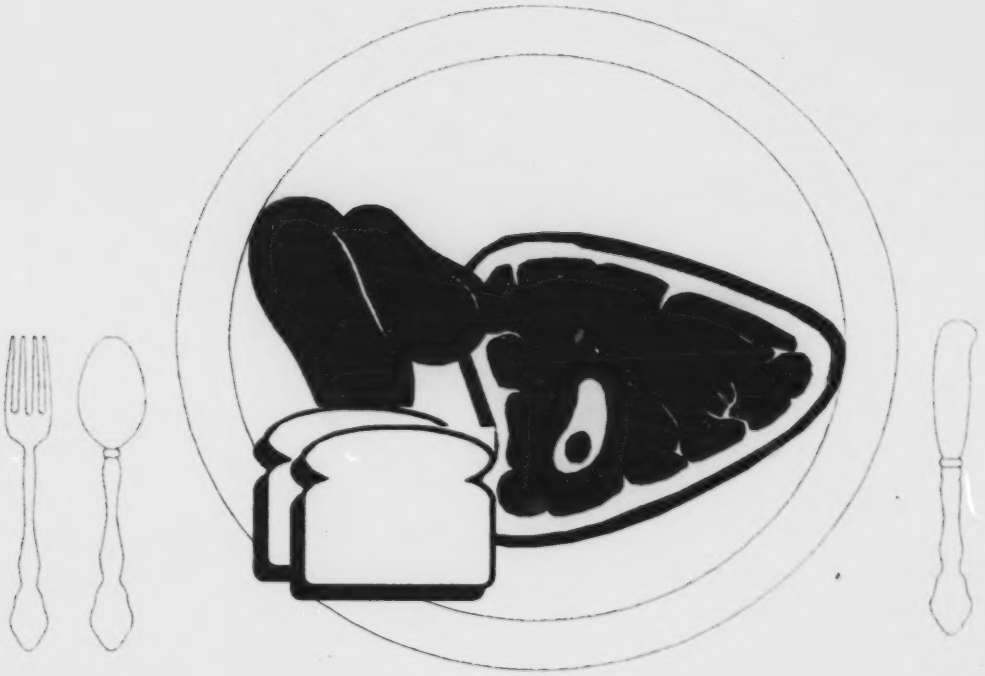


What percentage of the steak has been consumed?

_____

Calculating Percentage of Food Eaten - 5



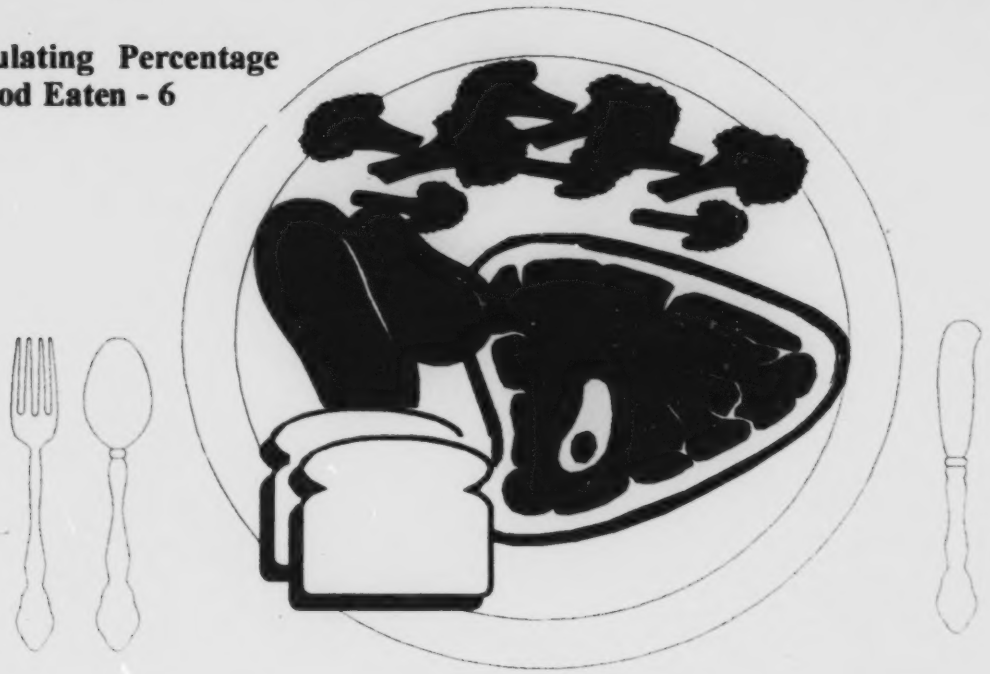


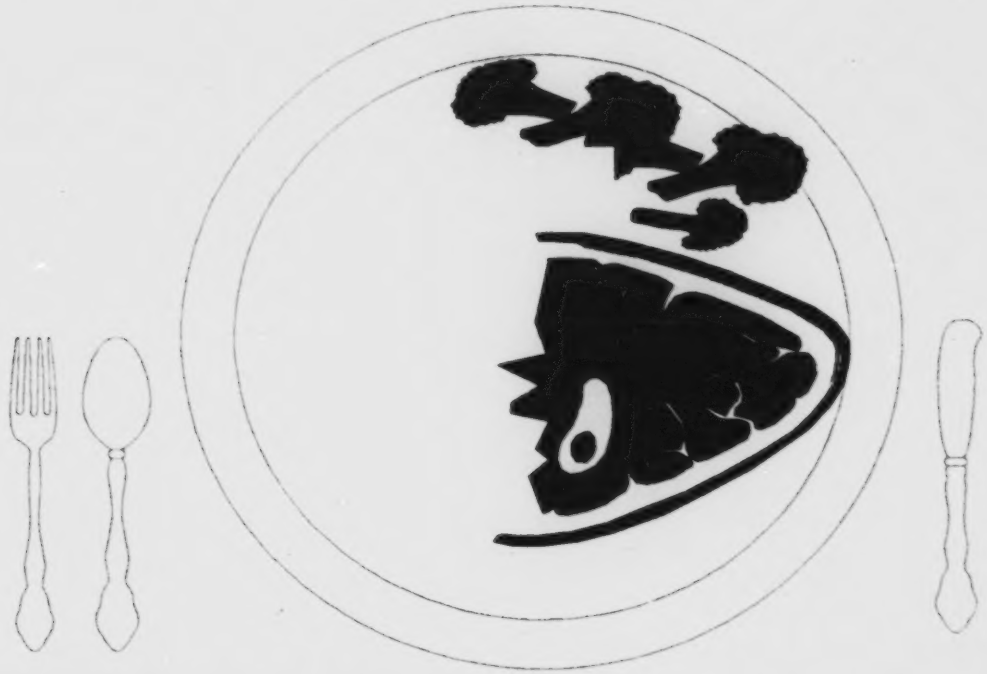
What percentage of the broccoli has been consumed? _____

What percentage of food on this plate has been consumed?

_____

Calculating Percentage of Food Eaten - 6



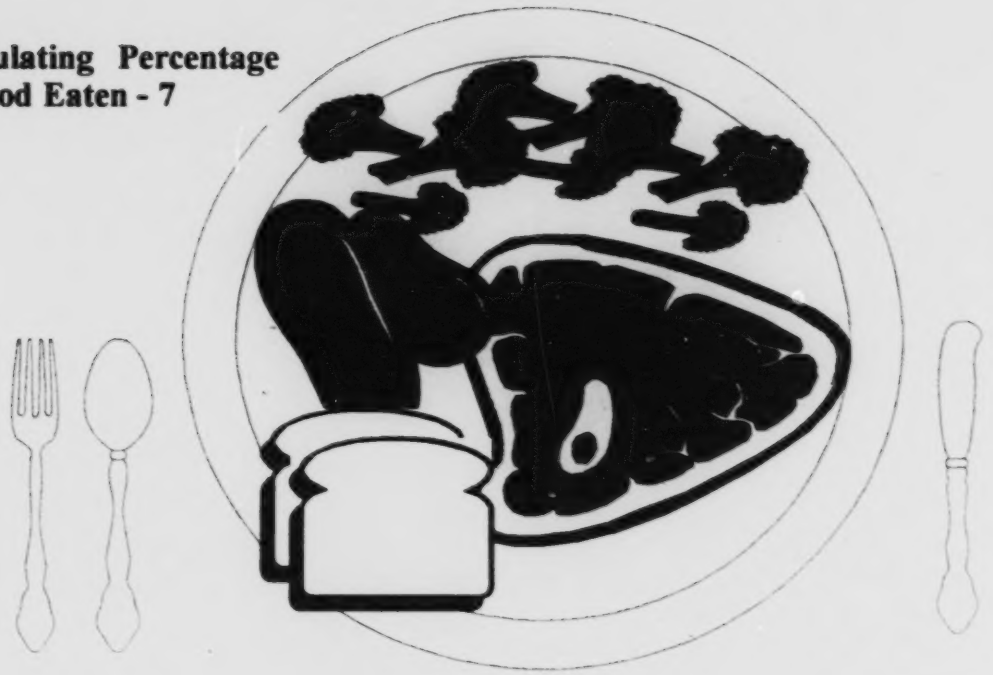


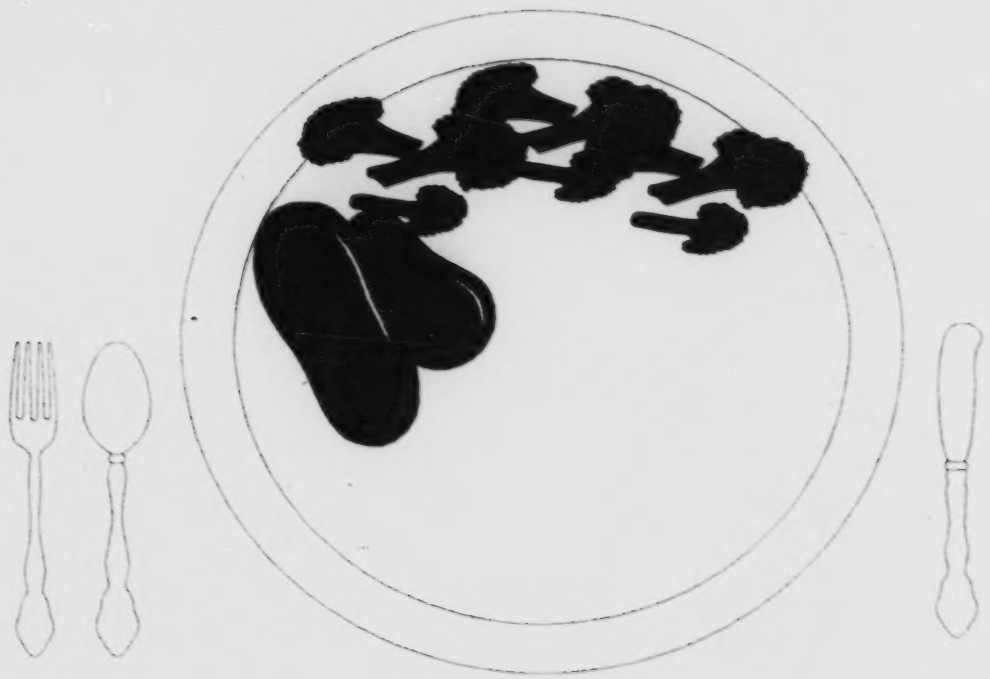
What percentage of broccoli has been consumed? _____

What percentage of bread has been consumed? _____

What percentage of food on this plate has been consumed? _____

Calculating Percentage of Food Eaten - 7



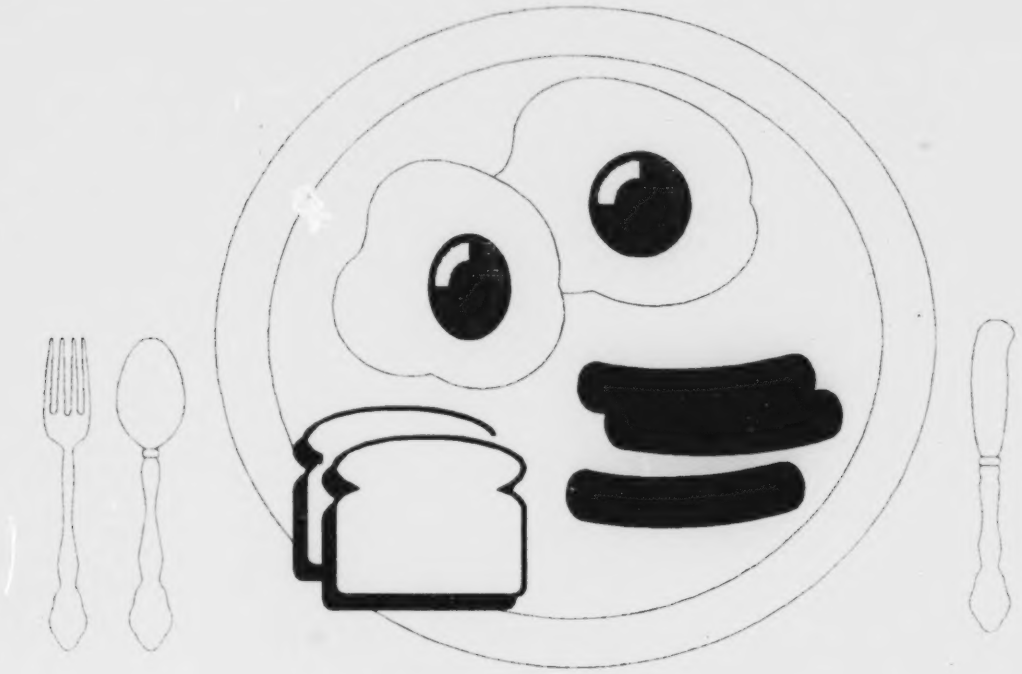


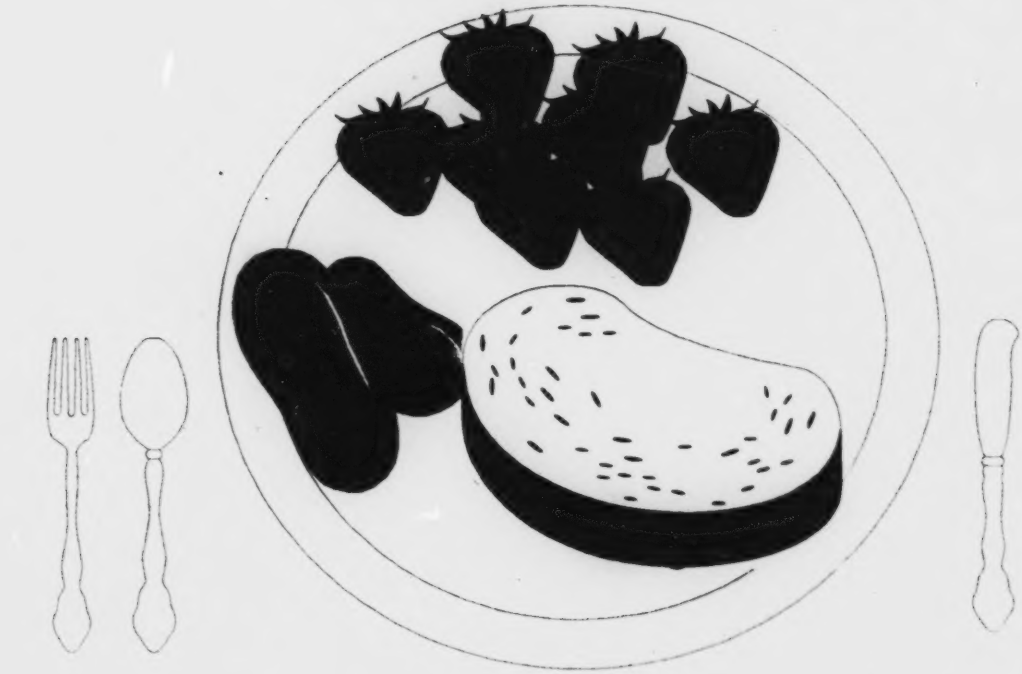
What percentage of food on this plate has been consumed?

_____

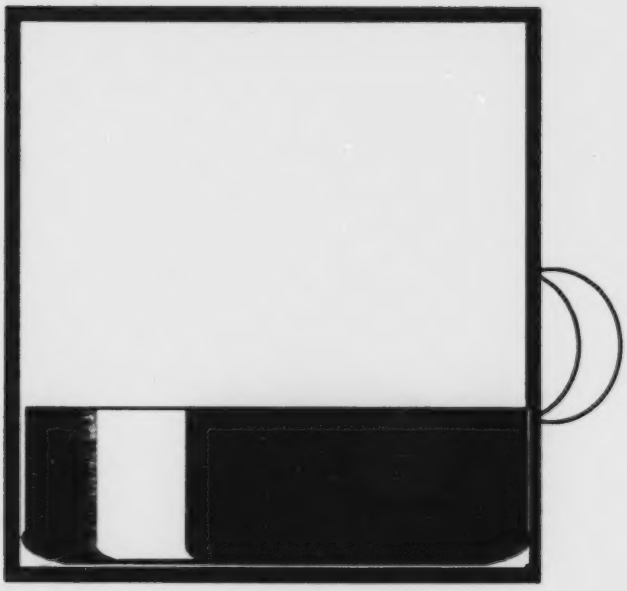
Homework Assignment

Directions: Using a marker, shade out approximately 75% of the breakfast meal and approximately 25% of the lunch meal.





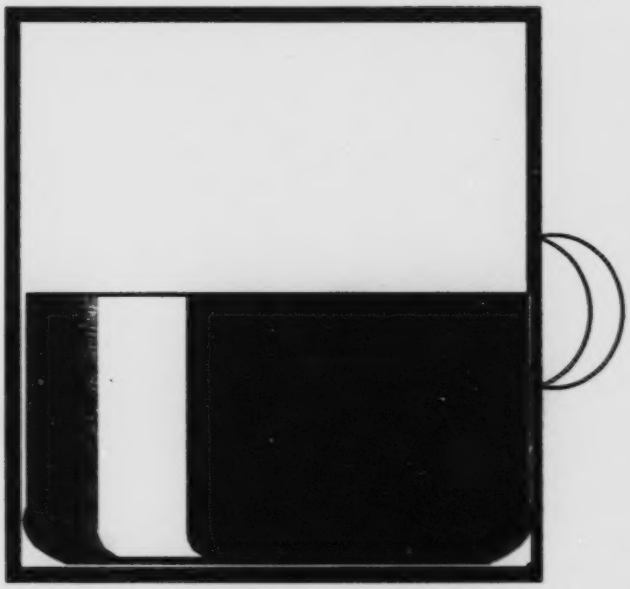
Calculating Percentage of Beverage Drunk - 1



What percentage of this beverage has been consumed?

_____

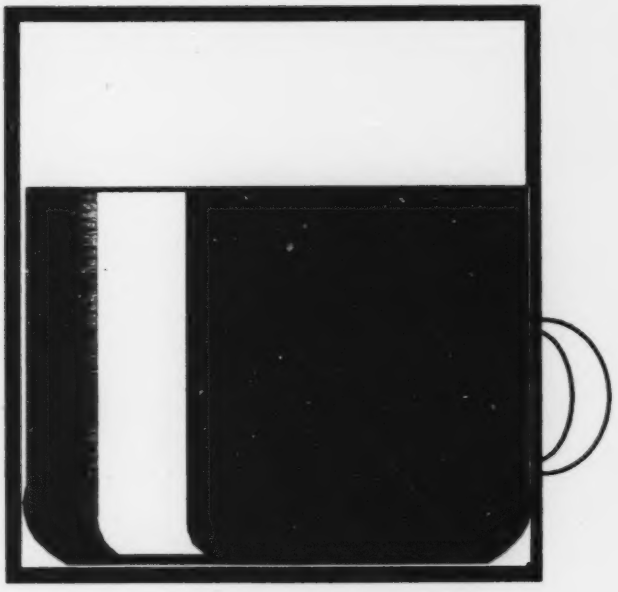
Calculating Percentage of Beverage Drunk - 2



What percentage of this beverage has been consumed?

_____

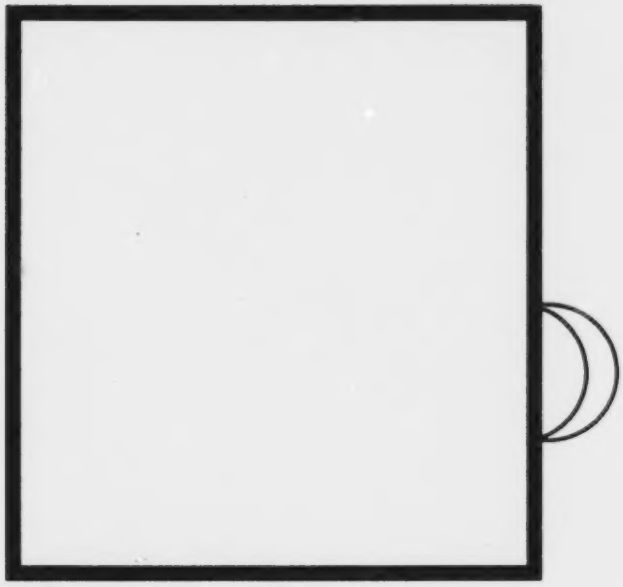
Calculating Percentage of Beverage Drunk - 3



What percentage of this beverage has been consumed?

_____

Calculating Percentage of Beverage Drunk - 4



This cup is empty. What percentage of this beverage has been consumed?

_____

Worksheet Reference Guide

Worksheet Title	Textbook Name	Publisher	Page
Adding and Subtracting Decimals	Math Matters for Adults - Decimals and Percents	Steck-Vaughn Book Company	31-32
Adding Money	Same as above	Same as above	33-34
Adding Decimals	Same as above	Same as above	35-36
Subtracting Money	Same as above	Same as above	39-40
Subtracting Decimals	Same as above	Same as above	41-42

Role Play Activity

Materials: Play or real money.

Situation: A patient has invited 2 guests to have lunch with her. The meals cost $5.83 each. The patient gives the Dietetic Representative a $20 bill. The Dietetic Representative takes the money to her supervisor to give her change. The supervisor gives the Dietetic Representative incorrect change. The Dietetic Representative must discover this on her own before returning to the patient's room. She must determine the correct amount of change she should have received, and ask the supervisor for the correct amount.

Student "A" plays the role of the Dietetic Representative

Student "B" plays the role of the supervisor

Section Seven

Contents

- **Lesson Six - Reading Thermometers**

MultiDex

Lesson Six - Reading Thermometers

GOAL

Upon completion of this lesson, students will be able to:

- read a refrigerator thermometer accurately.

Activities/Materials

1. Dictionary
2. Pictures of enlarged thermometers

Students will read temperatures from thermometer pictures. Then they will record accurate temperature readings.

Method

Dictionary and Pictures

The teacher first showed the class a picture of an enlarged thermometer. She asked them to identify what it is. Next, student were asked to find the word thermometer in the dictionary and read the meaning to the class. She asked everyone to think of any and all instances in which they would use a thermometer. Some examples of uses were: taking a person's temperature, finding the temperature of the atmosphere, determining food temperatures, and, of course, determining refrigerator temperatures.

The teacher then displayed again the picture of the enlarged thermometer, and asked everyone to read each notch which represented a number increased by two. She then gave students 5 different thermometer pictures, each with a different temperature indicated by an extended line. They read each temperature reading.

After the class read the enlarged thermometer, the teacher gave students the second hand-out which required them to read the thermometer and accurately record the temperatures. We reviewed the answers together.

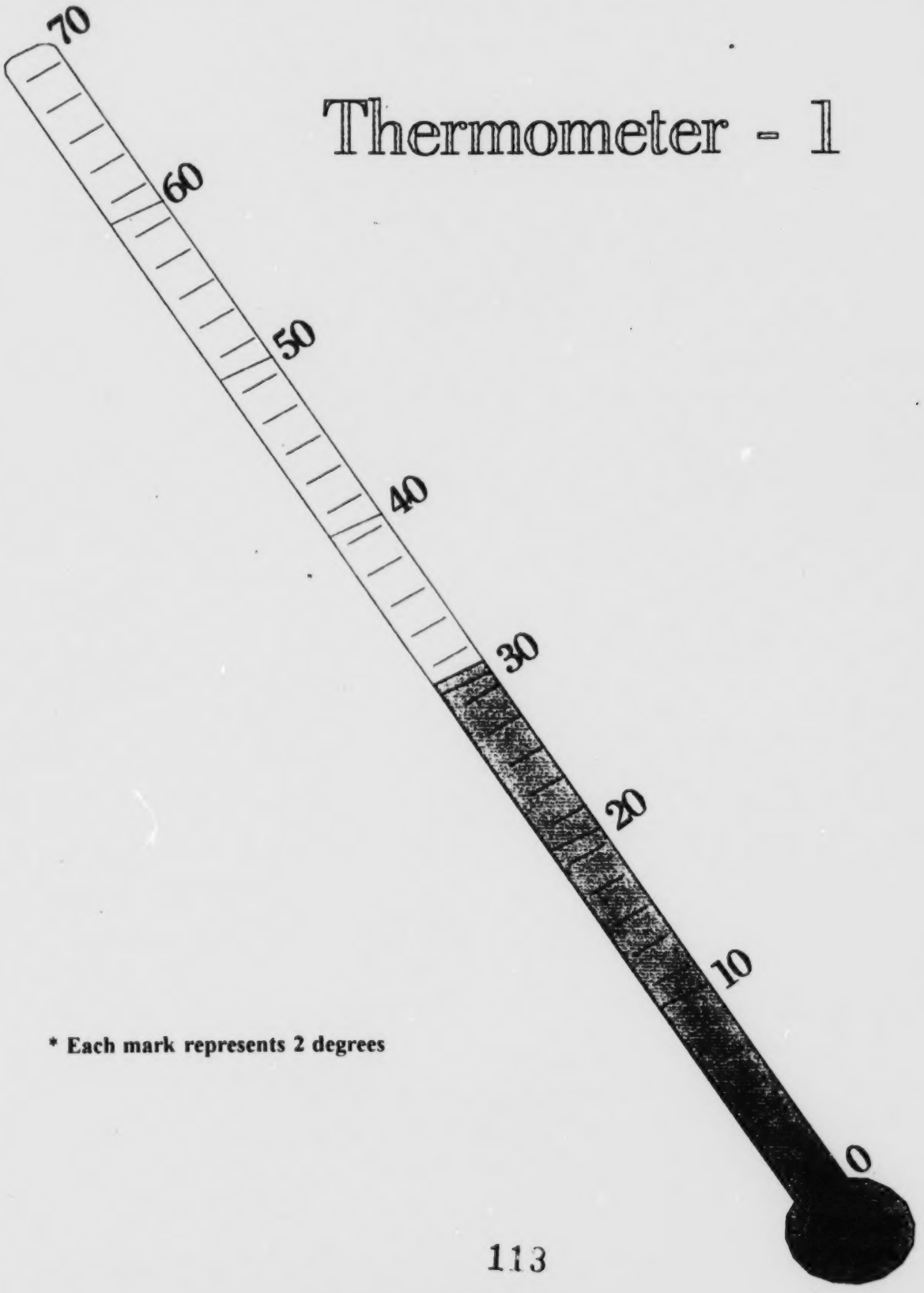
Conclusion

This was a brief, yet helpful lesson. The teacher encountered a student who did not realize thermometer notches represented increments of two. On the contrary; she read the notches as increments of one. This lesson allowed the teacher to correct the student's understanding of reading a thermometer. It is suggested that this lesson be used to make certain all workers understand how to read a thermometer.

Contents

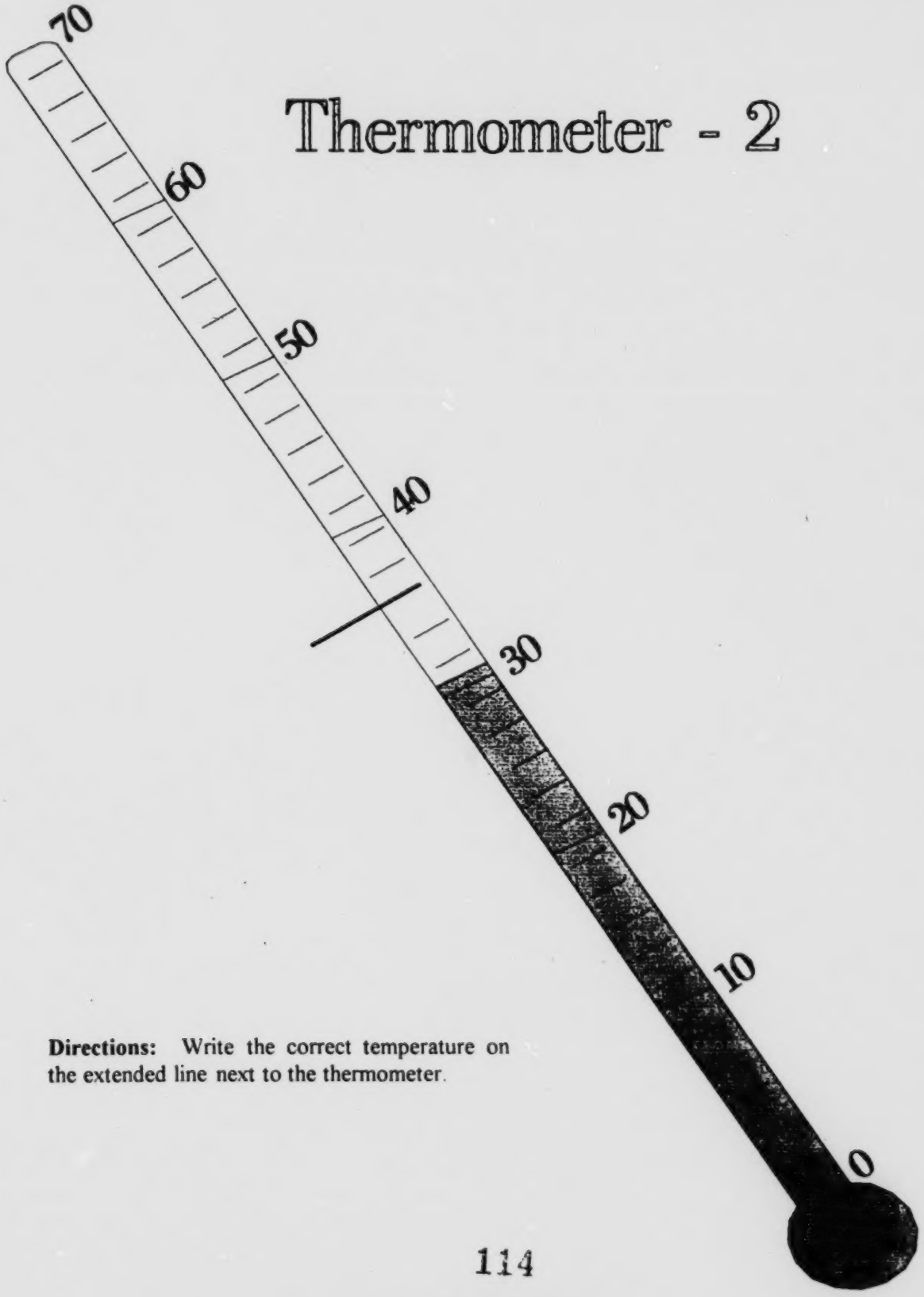
- Pictures of thermometers

Thermometer - 1



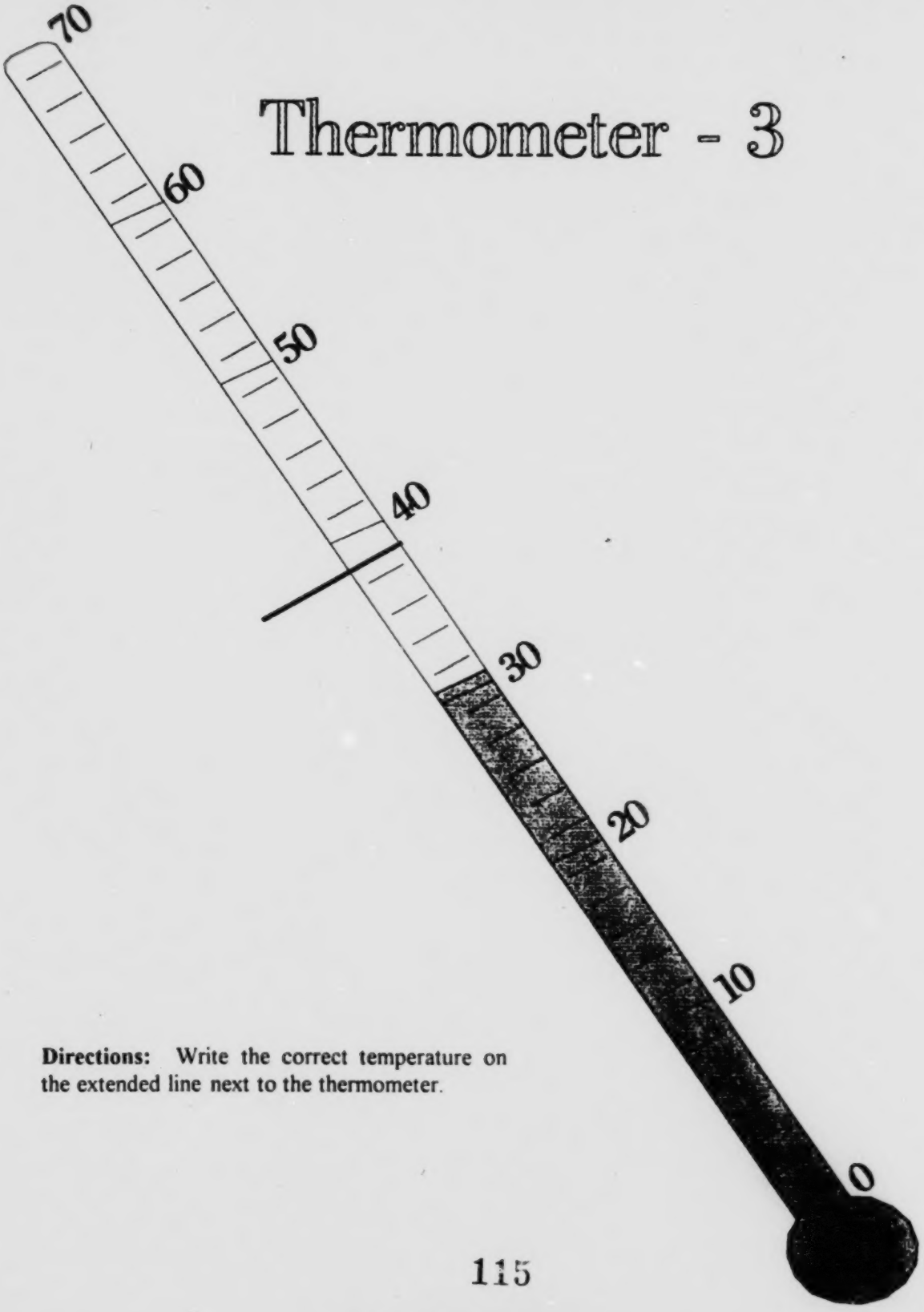
* Each mark represents 2 degrees

Thermometer - 2



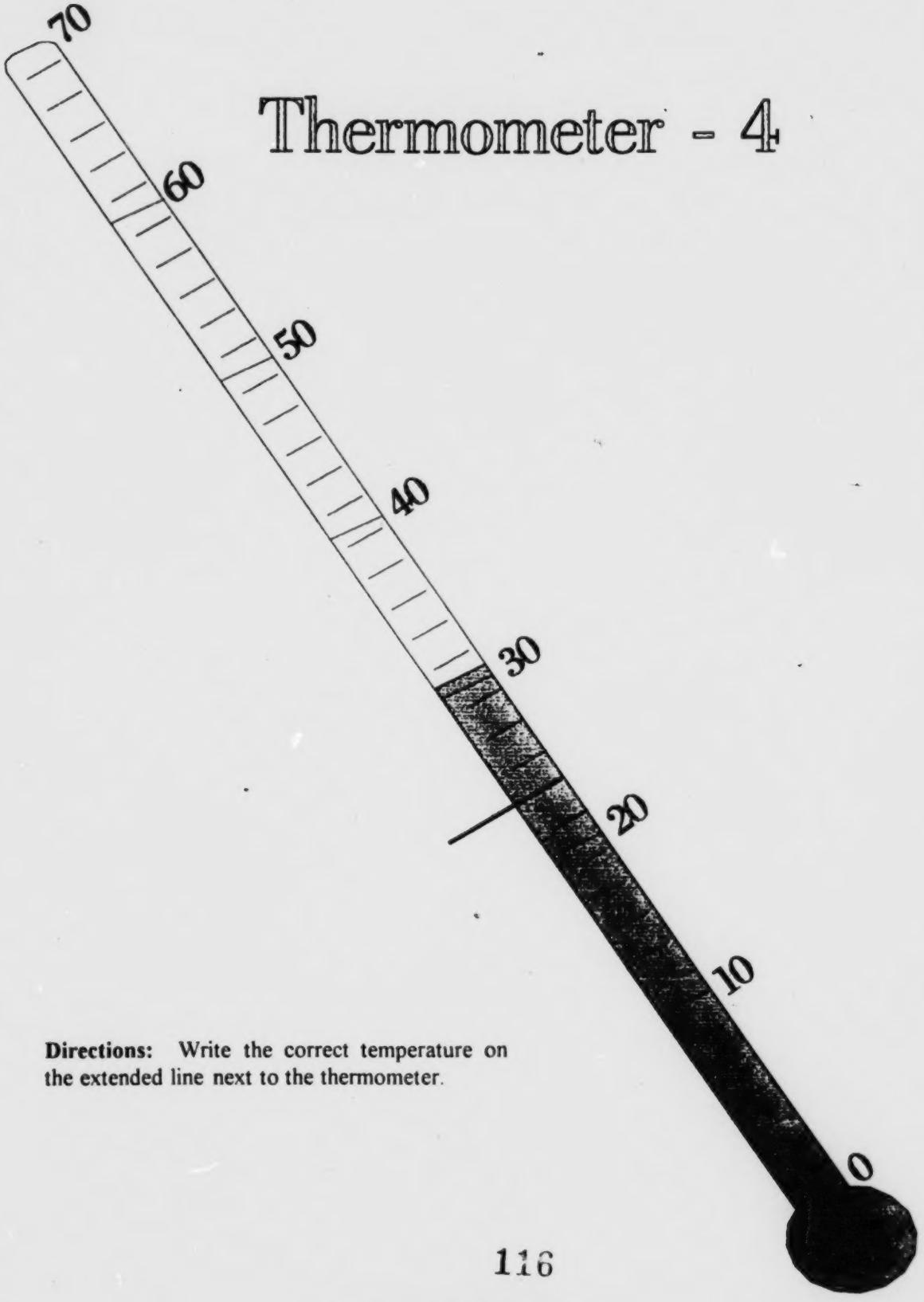
Directions: Write the correct temperature on the extended line next to the thermometer.

Thermometer - 3



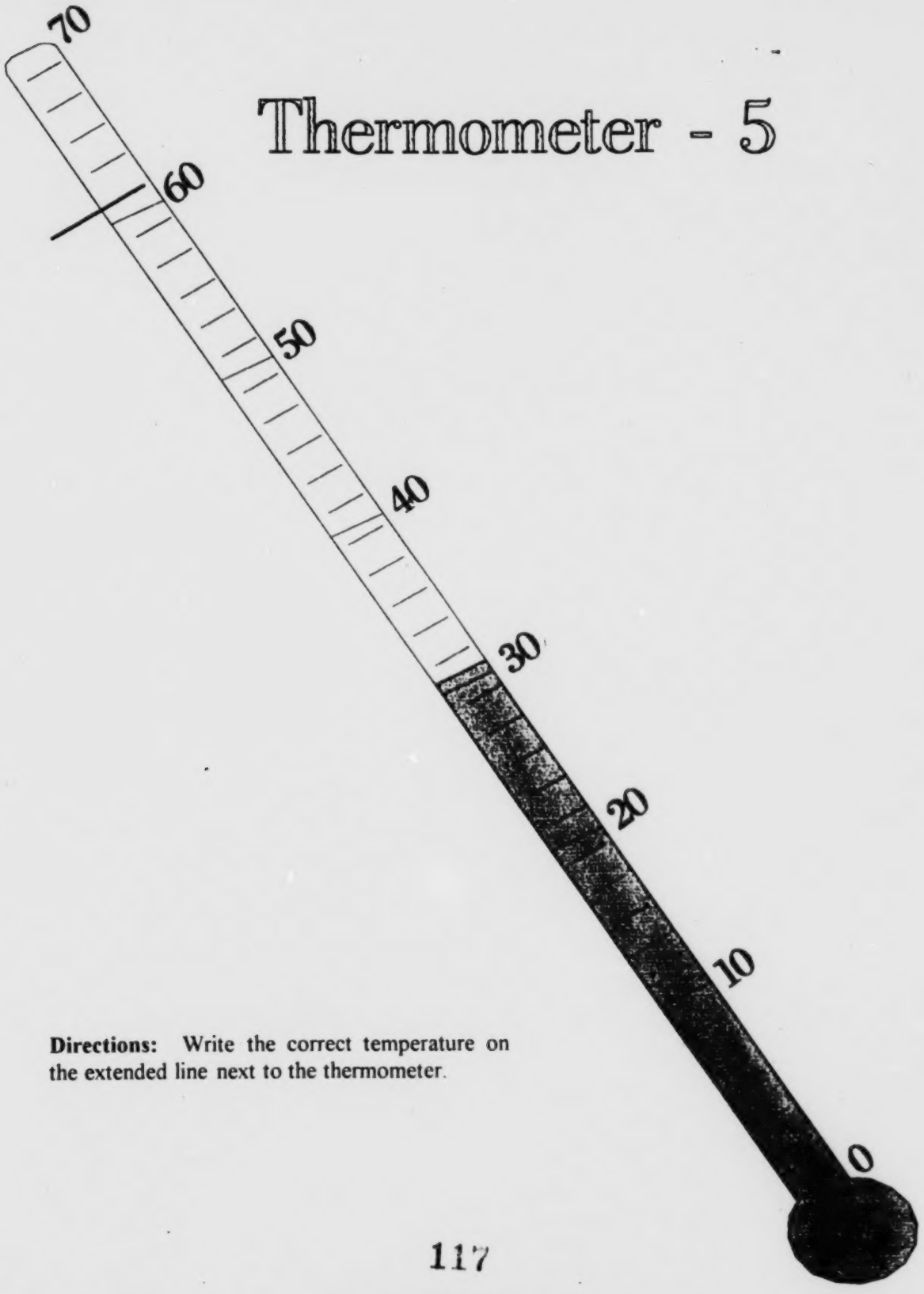
Directions: Write the correct temperature on the extended line next to the thermometer.

Thermometer - 4



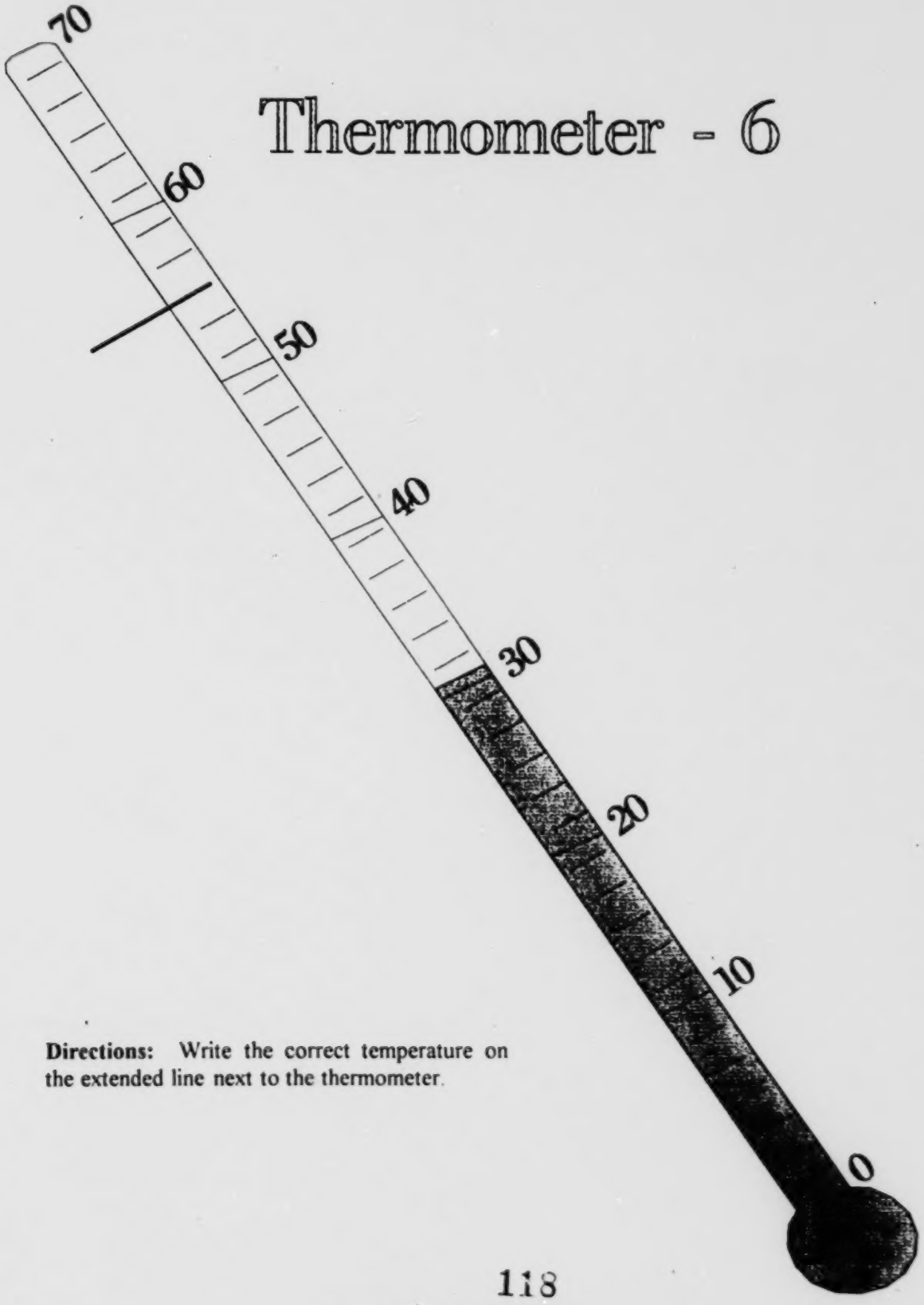
Directions: Write the correct temperature on the extended line next to the thermometer.

Thermometer - 5



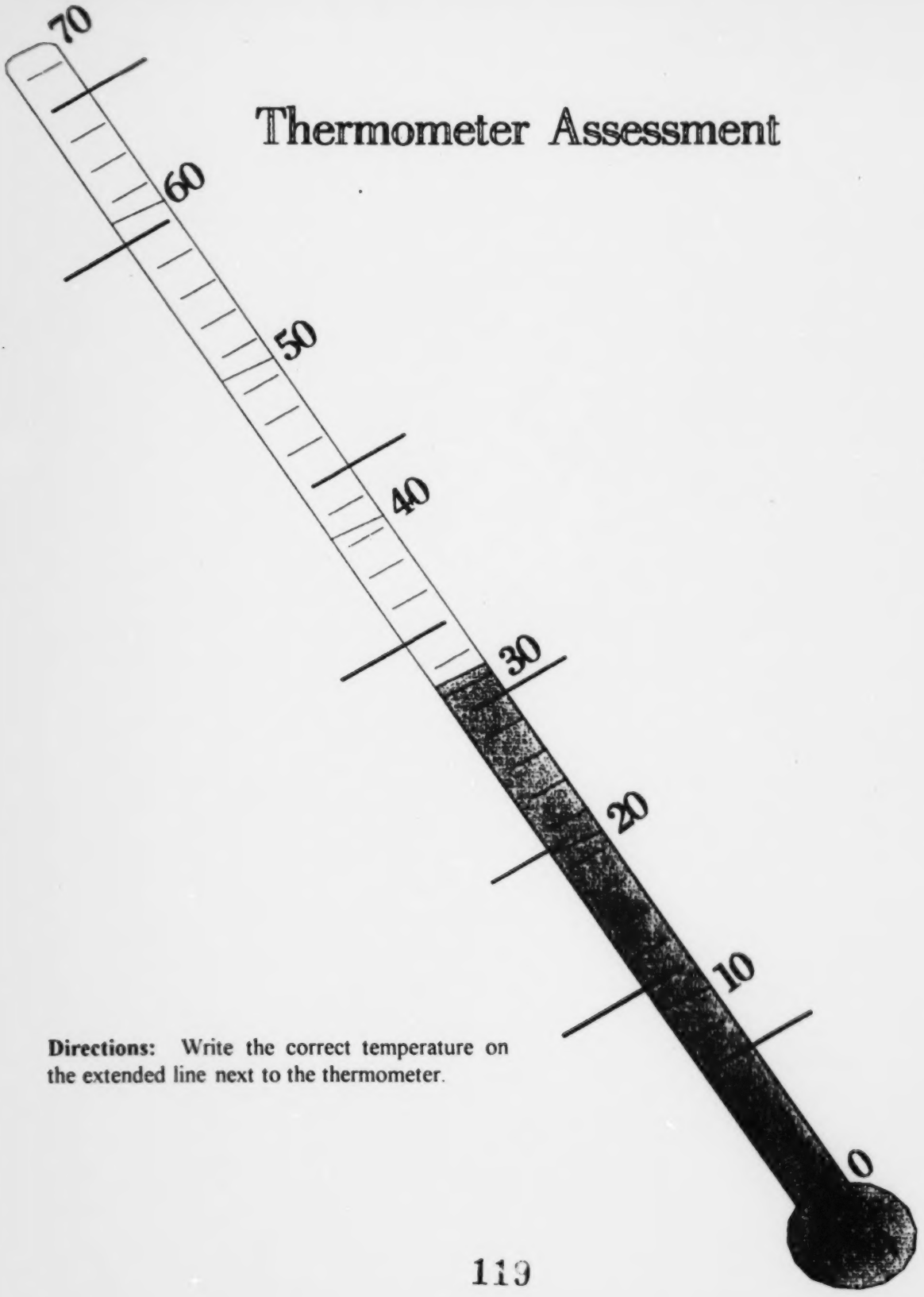
Directions: Write the correct temperature on the extended line next to the thermometer.

Thermometer - 6



Directions: Write the correct temperature on the extended line next to the thermometer.

Thermometer Assessment



Directions: Write the correct temperature on the extended line next to the thermometer.

Section Eight

Contents

- **Lesson Seven - Understanding Forms**

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WilsonJones. Quick Reference Index System

Lesson Seven - Understanding Forms

GOAL

Upon completion of this lesson, students will be able to:

- identify all forms they use on their jobs.
- explain how to complete these forms.
- accurately complete all forms.

Activities/Materials

1. Verbally identify forms. (Hand-outs)
2. Explain to the class how to complete forms.
3. Demonstrate to the class how to accurately complete each form.

Materials included all fourteen forms used by the Dietetic Representatives, and a brief explanation of the purpose of each form.

Method

Verbally Identify Forms

The teacher gave each student a packet containing all fourteen forms that Dietetic Representatives use during the course of a work day. She then explained to the class that each student would be responsible for selecting 3 forms that he/she must explain to the class. The students were asked to identify each form, discuss its use, and show how to complete it accurately. (Because of the Literacy Task Analysis, the instructor was well aware of how the forms should be completed)

Explain to the Class How to Complete Forms

Each student then chose 3 forms from the packet. The teacher then selected students, one at a time, to give a presentation on the forms. Other classmates were encouraged to ask questions and the presenter answered them. The teacher then had the presenter demonstrate with pencil how to complete the forms. Each student was to follow the presenter by completing their own forms as instructed. The teacher went around the class and examined everyone's forms. Each student did a presentation until all forms were demonstrated. Some forms did not require being filled out. These forms were, however, clearly explained by the presenter.

Conclusion

Students demonstrated a sound knowledge of how to complete forms, and enjoyed giving their own presentation. This process verified for them how much they knew about the forms they use daily. It is suggested that as part of this lesson students be given forms completed incorrectly. They then would have to identify the error and change the form so that it is accurately completed.

Contents

- Guest Tray Receipt
- Menu
- Menu Tracking Form
- Sanitation Checklist
- Patient Listing
- Ice Cream Count
- Calorie Count Summary Sheet
- Appetite Assessment
- Missing Items Daily Log
- Request for Additional Menu Items
- Care Addendum
- Floor Stock Station Worksheet
- Menu Number Line Identification Table
- Tray Assembly Ticket
- Dietary Forms Descriptions

Dietary Forms Descriptions

Guest Tray Receipt

A form used by dietary department for persons other than patients who dine with patients.

Menu

A listing of foods available in the hospital's Dietetic Representative department.

Menu Tracking Form

A form that helps the dietary representative keep track of the distribution and collection of patient menus.

Sanitation Checklist

A record of refrigerator temperatures and a checklist showing the completion of cleaning tasks in the patient kitchen.

Patient Listing

A form listing patients' names, numbers, admission dates, ages, room numbers, bed numbers, and dietary codes along with other information..

Ice Cream Count

A daily record of ice cream ordered by patients.

Calorie Count Summary Sheet

A form that indicates when a calorie count needs to be done.

Appetite Assessment

An instrument used to report eating habits of patients who demonstrate below average consumption.

Missing Items Daily Log

A daily log which shows items missing from the patient's tray.

Request for Additional Menu Items

A form used to order food items not found on the patient menu.

Care Addendum

A form that provides an update of patient's diet order status.

Nourishment Par Levels

A form used to order appropriate amounts of nourishment and food service supplies.

Side Orders

A table that provides the description of the codes found at the bottom of the menu

Tray Assembly Ticket

A ticket that indicates all the items that should be found on an individual meal tray.

General Community Hospital

CASHIER: DEPOSIT
TO INCOME ACCOUNT
199 23267689 0908

GUEST TRAY RECEIPT

Received From _____

The amount of $5.83 ($5.50 + .33 tax) on this date _____

Patient's Name _____ Room Number _____

Guest's Name _____

Meal: Breakfast_____ Lunch _____ Dinner _____

Date Tray Is Desired _____

_____
Received Payment (Dietary Employee)

Give one copy to guest

General Community Hospital

CASHIER: DEPOSIT
TO INCOME ACCOUNT
199 23267689 0908

GUEST TRAY RECEIPT

Received From _____

The amount of $5.83 ($5.50 + .33 tax) on this date _____

Patient's Name _____ Room Number _____

Guest's Name _____

Meal: Breakfast_____ Lunch _____ Dinner _____

Date Tray Is Desired _____

_____
Received Payment (Dietary Employee)

Menu

Dear Patient:

Our staff of registered dieticians, chefs, production and serving personnel work together as a team to provide meals that both taste good and are good food you. With this new computer-read menu, we can offer a broader selection of items. Please help us serve you by following these instructions.

- Complete your menu immediately so that we have adequate time to process your order.
- Mark your menu using a pencil by filling in the box to the right of your selection. Erase clearly, if necessary.
- DO NOT WRITE ON YOUR MENU. Our computer cannot read information that is hand-written.
- Sample

APPETIZERS	
CHICKEN CORN SOUP	☐
ASSORTED BREADSTICKS	■
JUICE OF THE MEAL	☐

If you would like one of the following items instead of one of the items on today's menu, please speak with our staff member who collects your menu, OR call the Food & Nutrition Office at Ext. 5300.

- Oven Baked Chicken Breast
- Slice Roast Beef with Gravy
- Baked Fish
- Carrots
- Baked Potato
- Tossed Salad with Dressing
- Cottage Cheese Salad
- Applesauce
- Vanilla Ice Cream
- Regular & Diet Vanilla Pudding
- Regular & Diet Cola
- Regular & Diet Lemon Lime Soda
- Extra Coffee or Tea
- Extra Sugar or Equal
- Extra Margarine or Butter

We are eager to serve you. Please lets us know if you have a special request, concern, or unmet need.

J. H., R.D.

Director of Food & Nutrition

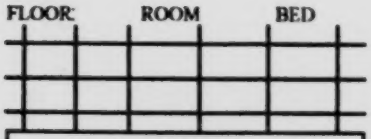
General Community Hospital

Other Services for You and Your Guests at General Community Hospital

- Visitor meal trays may be served in your room at a moderate charge. For information, contact your Food Service Representative, or call Ext. 5300.
- Gourmet meals are available for purchase if you desire an extra special meal. Gourmet meals can be served in either your room or in the Seven Bridges Dining Room. Your guests are welcome to join you for this special meal. Gourmet meals must be ordered 4 hours in advance. Menus and cost information can be obtained through your Food Service Representative or by visiting the Seven Bridges Dining Room Office.
- Patient Sunday Brunch is served in the scenic Seven Bridges Dining Room every Sunday. There is no additional charge for patients, however, there is a moderate charge for patients' guests. For reservations contact your Food Service Representative or call Ext. 5300 before 10 a.m. on Sunday.
- The Seven Bridges Dining Room, located on the 11th floor, offers delicious food and a magnificent view. Visitors are welcome. The dining room is open daily from 6:30 a.m. to 6:15 p.m.
- The Coffee Shop, operated by the Auxiliary of the General Community Hospital, is located on the 1st floor, next to the Main Lobby. Hours of operation are posted on the door.
- Vending machines for hot and cold food, drinks and snacks are located on the 11th floor next to the Seven Bridges Dining Room.

BREAKFAST

DIET:
NAME:
DATE:
FLOOR ROOM BED



JUICES

CRANBERRY ☐ PINEAPPLE ☐
ORANGE ☐ GRAPE ☐
APPLE ☐ PRUNE ☐

FRUITS

PUREED BANANAS ☐
CHILLED PEACHES ☐

COLD SELECTIONS

☐ ☐
☐ ☐
COLD CEREAL WITH MILK ☐
☐
WH MILK ☐☐ SKIM MILK ☐☐
LOW FAT MILK ☐☐

HOT SELECTIONS

☐ OATMEAL ☐
CREAM OF WHEAT ☐
FRESHLY SCRAMBLED EGGS ☐
HOT CAKES WITH SYRUP ☐
☐
☐
☐
☐
☐☐ ☐☐

BREAKFAST BREADS

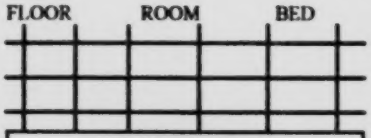
☐☐ ☐☐
☐
CORN MUFFIN ☐ ☐
☐ ☐
BUTTER ☐☐ MARGARINE ☐☐

BEVERAGES

DECAF COFFEE ☐ COFFEE ☐
DECAF TEA ☐ TEA ☐
CREAMER ☐ LEMON ☐

LUNCH

DIET
NAME:
DATE:
FLOOR ROOM BED



APPETIZERS

MUSHROOM BISQUE ☐
☐
JUICE OF THE MEAL ☐

ENTREES

SLICED HAM COVERED WITH CHEESE SAUCE ☐
HOT SLICED CORNED BEEF ☐
SLICED TURKEY AND CHEESE ☐
ON WHEAT BREAD
SERVED WITH CONDIMENTS

ACCOMPANIMENTS

☐
MASHED POTATOES ☐
BROWN GRAVY ☐
HERBED GREEN BEANS ☐
STEAMED WAX BEANS ☐
☐
☐

DESSERTS

STRAWBERRY ICE-CREAM ☐
CHERRY GELATIN ☐
APPLESAUCE ☐

BREADS

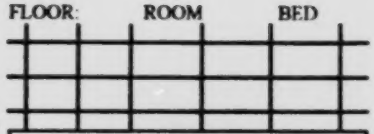
WHITE BREAD ☐ WHEAT ☐
BREAD ☐ CRACKERS ☐
BUTTER ☐☐ MARGARINE ☐☐

BEVERAGES

WH MILK ☐☐ SKIM MILK ☐☐
LOW FAT MILK ☐☐
DECAF COFFEE ☐ COFFEE ☐
DECAF TEA ☐ TEA ☐
CREAMER ☐ LEMON ☐
HERBAL TEA ☐

DINNER

DIET:
NAME:
DATE:
FLOOR ROOM BED



APPETIZERS

CREAM OF TOMATO SOUP ☐
☐
JUICE OF THE MEAL ☐

ENTREES

HOMEMADE BEEF STEW ☐
SLICED BREAST OF CHICKEN ☐
COVERED WITH GRAVY
SLICED AMERICAN CHEESE ☐
ON WHITE BREAD
SERVED WITH CONDIMENTS

ACCOMPANIMENTS

☐
MASHED POTATOES ☐
CHICKEN GRAVY ☐
STEAMED SQUASH ☐
GREEN PEAS & CARROTS ☐
☐
☐

DESSERTS

CHOCOLATE PUDDING ☐
POUND CAKE ☐
CHILLED PEARS ☐

BREADS

WHITE BREAD ☐ WHEAT ☐
BREAD ☐ CRACKERS ☐
BUTTER ☐☐ MARGARINE ☐☐

BEVERAGES

WH MILK ☐☐ SKIM MILK ☐☐
LOW FAT MILK ☐☐
DECAF COFFEE ☐ COFFEE ☐
DECAF TEA ☐ TEA ☐
CREAMERS ☐ LEMON ☐
HERBAL TEA ☐

General Community Hospital

MENU TRACKING FORM

NAME _____ DATE _____

MENU CENSUS

NORTH/FLOOR _____

	DIST	COLL		DIST	COLL		DIST	COLL
30 - 1								
2								
31 - 1								
2								
32 - 1								
2								
33 - 1								
2								
34 - 1								
2								
35 - 1								
2								
36 - 1								
2								
37 - 1								
2								

General Community Hospital

FLOOR _____ MONTH _____

SANITATION CHECKLIST (FLOOR KITCHENS)

***IF THE TEMPERATURE VARIANCE BETWEEN THE THERMOMETER IS OVER 5 DEGREES THE EMPLOYEE WILL NOTIFY HIS/HER APPROPRIATE SUPERVISOR

DAILY DUTIES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
REFRIGERATOR TEMPERATURES AM-10:00																															
UNIT #1 INSIDE																															
UNIT #1 OUTSIDE																															
UNIT #2 INSIDE																															
UNIT #2 OUTSIDE																															
REACH IN TEMPERATURES PM-4:45																															
UNIT #1 INSIDE																															
UNIT #1 OUTSIDE																															
UNIT #2 INSIDE																															
UNIT #2 OUTSIDE																															
REACH IN DAILY DUTIES																															
Coffee Machine (clean daily)																															
Micro-Wave Ovens (clean after meals)																															
REFRIGERATOR DAILY DUTIES																															
Wipe clean and put in order																															
Par level refilled																															
Excess items returned to kitchen																															
Cabinets (organized and clean)																															
DRAWERS DAILY DUTIES																															
Free of dirt and spills																															
Organized																															
TRASH CAN DAILY DUTIES																															
Clear of dirt and spills																															
Emptied at end of shift																															
Toaster free of crumbs																															
Small carriers cleaned daily																															
Dietetic Representative's Initials																															

Over -- For Weekly Duties

WEEKLY DUTIES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Defrost refrigerator/freezer																															
Clean inside and outside of refrigerated units with mild soap																															
Drawers cleaned thoroughly																															
Stainless steel cleaned																															
Tile cleaned thoroughly																															
Floors being routinely done by the housekeeping department																															
Dietetic Representative's Initials																															

PATIENT LISTING - MONDAY 12/14/92 5:00 - FLOOR M110 PAGE # 6

PAT #	FLG	NAME	AGE	RM	BED	B	L	D	MDU	B 10	L 2	D 8	MESSAGE
547675234		JONES MARY E	80Y	1104	1	21	21	21		0 0	0 0	0 0	NKFA
		ADM: 12/10/92 MEN:0 TAT:000 ETR:000 NTR:000 MDN:000 HIS:0 CDX:0											
547908764		SMITH WILLIAM E	43Y	1106	1	23	23	23		1 998	1 998	1 998	NKA
		ADM: 11/27/92 MEN:0 TAT:000 ETR:000 NTR:000 MDN:000 HIS:0 CDX:0											
		BTX: / / / / /1 LTX: / / / / /1											
		DTX: / / / / /1											
547123908		WILSON JOSEPH A	65Y	1114	1	23	23	23	998	998	998	998	NKA
		ADM: 11/27/92 MEN:0 TAT:000 ETR:000 NTR:000 MDN:000 HIS:0 CDX:0											
		BTX: / / / / /1 LTX: / / / / /1											
		DTX: / / / / /1											
547239467		HILL RICHARD V	63Y	1116	1	84	84	84	7	7	7	7	KFA
		ADM: 12/10/92 MEN:0 TAT:000 ETR:000 NTR:000 MDN:000 HIS:0 CDX:0											
547120374		DOE ELIZABETH W	77Y	1118	1	7	7	7	0	0	0	0	NKA
		ADM: 11/15/92 MEN:0 TAT:000 ETR:000 NTR:000 MDN:000 HIS:0 CDX:0 15090CC											
		BTX: 1500CC/ / / / / LTX: 1500CC/ / / / /											
		DTX: 1500CC/ / / / /											
547645389		STARR SYLVIA I	77Y	1121	1	36	36	36	0	0	0	0	NKA
		ADM: 12/ 4/92 MEN:0 TAT:000 ETR:100 NTR:000 MDN:000 HIS:0 CDX:0											
547098564		HOWARD DR LOUIS J	66Y	1122	1	21	21	21	0	0	0	0	NDNE
		ADM: 12/ 9/92 MEN:0 TAT:000 ETR:000 NTR:000 MDN:000 HIS:0 CDX:0											
547172836		HOUSE ROY R	73Y	1124	1	98	98	98	998	998	998	998	NKA
		ADM: 12/ 9/92 MEN:1 TAT:111 ETR:000 NTR:000 MDN:000 HIS:0 CDX:0											

General Community Hospital

DATE: _____

ICE CREAM COUNT

FOR: _____

LUNCH / DINNER

INITIALS: _____

ICE CREAM

(V)ANILLA

(C)HOCOLATE

(S)TRAWBERRY

SHERBET

(O)RANGE

(R)ASBERRY

(L)IME

FLAVORED ICE

M - 11			
M - 10			
M - 9			
M - 8			
M - 7			
M - 6			
M - 5			
M - 4			
N - 10			
N - 9			
N - 7			

General Community Hospital

CALORIE COUNT

Summary Sheet

Name	Room #	SAT	SUN	MON	TUE	WED	THURS	FRI

General Community Hospital

B _____

L&D _____

FLOOR _____

DATE _____

APPETITE ASSESSMENT

	ROOM NUMBER	NAME	B	L	D	R.D. COMMENTS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

_____ NUMBER OF PATIENTS IDENTIFIED AS POOR (2 OUT OF 3 MEALS)

_____ NUMBER OF PATIENTS WITH POOR APPETITE FOLLOWED UP BY R.D.

General Community Hospital

DAILY LOG
(MISSING ITEMS)

NAME/FLOOR	ITEM MISSED	MEAL	DATE

General Community Hospital

REQUEST FOR ADDITIONAL MENU ITEMS

MENU CYCLE _____

DATE	ROOM #	PATIENT NAME (LAST, FIRST)	PATIENT NUMBER	MEAL B,L,D	MENU ITEM	M #	RD OKAY

FROM M9 TO M9 SENT ON 07/30/92 AT 20:43:26

*** NOTE: ORDER IS DATED AHEAD **CARE ADDENDUM**

M900 M9202-02 WILSON GEORGE H

FOOD ALLERGIES —— NONE ORDER # 98

DIET ORDERED # 98

NPO

BGN DAY	BGN DATE
FRIDAY	07-31

BGN MEAL	FREQ
BREAKFAST	CONT

ORDERING PHYSICIAN

MYERS/KMF

TRAY ASSEMBLY TICKET

SELECTIONS

***** HOUSE DIET *****

[redacted]

SUGAR PACKET - 2

[redacted]

PEPPER PACKET - 1

[redacted]

ORANGE JC

[redacted]

CREAMER

[redacted]

JELLY

[redacted]

LOW FAT MILK 8 OZ

[redacted]

WHITE TOAST - 1 SLICE

[redacted]

SCRAMBLED EGGS

[redacted]

* FLOOR *

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

DATE: CYCLE04

MEAL: BREAKFAST

DIET: REGULAR

[redacted]

NAME:

General Community Hospital

FLOOR STOCK STATION WORKSHEET

12 M-6

DATE: _____ **PAGE 11**

IDENT#	DESCRIPTION	QTY REQ	POR SIZE
818R	MILK, WHOLE MILK, 8-OZ	_____	1-SERV
3225R	MILK, SKIM MILK, 88-OZ	_____	1-SERV
513R	MILK, LOW FAT MILK, 8-OZ	_____	1-SERV
136R	CREAMER, CREAMER, 1-EACH	_____	1-EACH
3173R	MARGARINE, MARGARINE REDDIE, 1-EACH	_____	1-EACH
43814R	WHITE BREAD	_____	1-SLICE
3160R	CRACKERS, CRACKERS, 1-PACK	_____	1-PACK
3367R	CRACKERS, LOW SODIUM CRACKERS, 1-PACK	_____	1-PACK
2250R	CRACKERS, GRAHAM CRACKERS, 1-PK	_____	1-PK
925R	BEVERAGE, TEA, REGULAR TEA	_____	1-SERV
2159R	BEVERAGE, TEA, DECAF TEA	_____	1-SERV
965R	BEVERAGE, TEA, HERBAL TEA	_____	1-SERV
9487R	DESSERT, FRUIT, APPLESAUCE	_____	1/2-CUP
112R	JUICE, CRANBERRY JUICE, 1-EACH	_____	1-EACH
196R	JUICE, ORANGE JUICE, 1-EACH	_____	1-EACH
83R	JUICE, APPLE JUICE, 1-EACH	_____	1-EACH
343R	JUICE, PRUNE JUICE, 1-EACH	_____	1-EACH
3358R	PUDDING, ASSORTED PUDDING, (FLOOR STOCK)	_____	1-EACH
42790R	DESSERT, GELATIN, ASSORTED JELLO	_____	1-SERV
42791R	DESSERT, GELATINE, ASSORTED DIET JELLO	_____	1-SERV
952R	SODA, ASSORTED DIET SODA, (FLOOR STOCK)	_____	1-CAN
3106R	SODA, ASSORTED REG SODA, (FLOOR STOCK)	_____	1-CAN
973R	BROTH, ASSORTED BROTH PACKETS (FLOOR STOCK)	_____	1-PACKET
12R	BROTH, ASSORTED LS BROTH (FLOOR STOCK)	_____	1-PACKET
595R	SUGAR, SUGAR PC'S 1-EACH (FLOOR STOCK)	_____	1-EACH
594R	EQUAL, SUGAR SUBSTITUTE (FLOOR STOCK)	_____	1-EACH
3352R	PLASTIC-WARE, SPOONS	_____	1-EACH
1007R	PLASTIC-WARE, KNIVES	_____	1-EACH
939R	PLASTIC-WARE, SOUP SPOONS	_____	1-EACH
3057R	PLASTIC-WARE, FORKS	_____	1-EACH

General Community Hospital

MENU NUMBER LINE IDENTIFICATION TABLE

BREAKFAST

1	2	3	4	5	6	7	8	9	10	11	12
*	*	*	*	*	Vanilla Puding / Diabetic Diet Vanilla Pud-ding	Extra Sweet-ner	Extra Hot Beverage	Applesauce	Cottage Cheese	Shasta Soda	Diet Shasta Soda

* DO NOT USE

LUNCH & DINNER

1	2	3	4	5	6	7	8	9	10	11	12
*	*	*	*	*	Chef Seasoing	Extra Sweet-ner	Extra Hot Beverage	Applesauce	Cottage Cheese	Shasta Soda	Diet Shasta Soda

13	14	15	16	17	18	19	20	21	22	23	24
Shasta Lemon Lime	Diet Shasta Lemon Lime	Tossed Salad/ Dressing / Diet Dressing	Vanilla Pud-ding / Diet Vanilla Pudding	Vanilla Ice Cream	Extra Spread	Baked Potato	Tuna Salad **	Chicken Breast **	Roast Beef/ Gravy / Roast Beef No Gravy**	Baked Fish **	Carrots **

*DO NOT USE

**ON PUREE DIETS #21-PUREE CHICKEN #22-PUREE ROAST BEEF

#23-PUREE GREEN BEANS #24-PUREE CARROTS

Section Nine

Contents

- **Lesson Eight - Interpersonal Communications**

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Upon completion of this lesson students will be able to:

- give clearer messages when speaking
- listen more attentively
- utilize positive confrontational skills with peers, supervisors, and other workers.

Activities/Materials

1. Outline of interpersonal communications activities (Hand-out)
2. Model of communication process (Hand-out)
3. Sender-Receiver exercise (Hand-out)
4. Create a sender receiver dialogue (Hand-out)
5. Daily log of communication activities (Hand-out)
6. Read Active Listening Steps (Hand-out)
7. Self-Evaluation of Active Listening (Hand-out)
8. Learn why and how to paraphrase (Hand-out)
9. Understand and practice giving "I" messages (Hand-out)
10. Role play using "I" messages.

Method

Outline of the Communication Process

The outline was given to the students as an overview of the areas to be covered in this lesson. Explain each area to the students and attempt to get them to talk about their various experiences on the job in using oral and written communication.

Model of Communication Process

The teacher first gave out the packet entitled *Interpersonal Communications*. Together students and the teacher reviewed the outline of this packet to get an idea of what would be covered. She began the lesson by introducing and explaining the essential model of the communication process, which involves the sending and receiving of messages. Each person at all times is either a sender or receiver of a message. Effective communication happens when the message given by the sender is understood by the receiver. However, most communication is never so cut and dry. Features that can affect how well something is being communicated are: non-verbal communication, such as someone using hand gestures; background noises, such as the telephone ringing, or a baby crying. Beliefs and opinions can either impede or enhance communication. Also, a person's cultural background can affect how well something is being communicated.

Sender & Receiver Exercise

Next, the teacher prepared the class to demonstrate how they are senders and receivers. Each student interviewed his/her classmate about their background that heretofore they perhaps didn't know. They reported this information to the class. The interviewers were to listen very carefully to what their classmates told them. If they reported the information accurately, they were effective receivers of messages. If they did not report accurately, they had to get the correct information from their classmate and report it again.

Creating A Dialogue

The next exercise involved creating a dialogue. Each student was to look at the cartoon provided and create a dialogue between the sender and receiver of the message. They then compared their dialogue with one another.

Record Communication Activities

The teacher presented the four communication activities we use daily, that is, speaking, listening, writing and reading. She asked which activities required them to be a sender (speaking and writing). Which activities required them to be a receiver (reading and listening). No one could answer these two questions. Students were to write a brief log of one thing they did that day that required them to use each communication activity.

Active Listening

The class next explored the area of active listening. The teacher explained that this is a critical part of effective communications. First, you must hear the message, then you must make sure the message makes sense to you. Next, you restate the message, that is, repeat the message in your own words to make sure you understand it. Then revise the message if you gain additional information. And, above all, remember the message. Take notes if necessary.

Self-Evaluation of Active Listening

Everyone then completed a self-evaluation sheet to help them determine if they are active listeners. For students who needed to improve their listening skills, the teacher discussed habits they could develop to help them in this area, such as establishing and maintaining eye contact, paying closer attention to what's being said, and taking notes, if necessary.

Paraphrasing

As the class studied paraphrasing, the teacher explained that the main purpose of this skill is to help one restate in his/her own words a message that they received which will give the sender of the message the opportunity to know if the message is being correctly understood. The class practiced paraphrasing, using the referenced pages as a guide.

Using "I" Messages

The teacher introduced the concept of using "I" messages. She explained that the purpose of having this skill is that it will allow you to have positive confrontations with anyone, without blaming and putting someone on the defensive. It's also very important to use when you want to "iron out" a problem in a relationship without jeopardizing the quality of the relationship. The class practiced using "I" messages based on the lesson in the teacher's packet.

Role Play

After we completed the exercise on using "I" messages, each student then role played a work situation whereby they needed to confront either a peer or a supervisor by using "I" messages. One student was a supervisor (or peer) while the other was the Dietetic Representative. One example of correctly using an "I" message is to say, "I am upset about what happened yesterday," instead of, "You upset me yesterday." The premise is that we all have the responsibility of being in control of our emotions, therefore we shirk our responsibility to ourselves by blaming someone for how we feel. We did this role play until all students successfully confronted another using the "I" message.

Conclusion

The highlight of this lesson on *Interpersonal Communications* was using "I" messages. Most students found this difficult to master, as they were used to beginning a confrontation with "you are the problem," instead of "I have a problem." the teacher found this particular lesson helpful, as most people have difficulty with confronting effectively in a way that will address the problem at hand and help the relationship in question develop in a positive manner. This is a lesson we are not taught in school. Therefore, the instructor felt that this was a most valuable lesson to include when teaching interpersonal communication.

The *Sender-Receiver* exercise helped students to see how well they listen. Some students gave inaccurate information when they reported about their classmate. The *Self-Evaluation on Active Listening* addressed the student's skill in listening effectively.

The results promoted good dialogue in helping the student to see how he/she can improve his/her listening skills.

Paraphrasing was a very good exercise for the class. It taught students how to restate information they think they know, which will allow the person giving the message the opportunity to see if the message is understood.

Contents

- Outline of Communication Activities
- Model of the Communications Process
- Sender-Receiver Exercise
- Sender-Receiver Dialogue Exercise
- Daily Log of Communication Activities
- Active Listening Steps
- Reference Guide for Additional Activities
- Role Play Activity

Interpersonal Communications

What Is Communication?

A. Model of The Communication Process

B. Sender - Receiver Exercise

C. Create a Dialogue

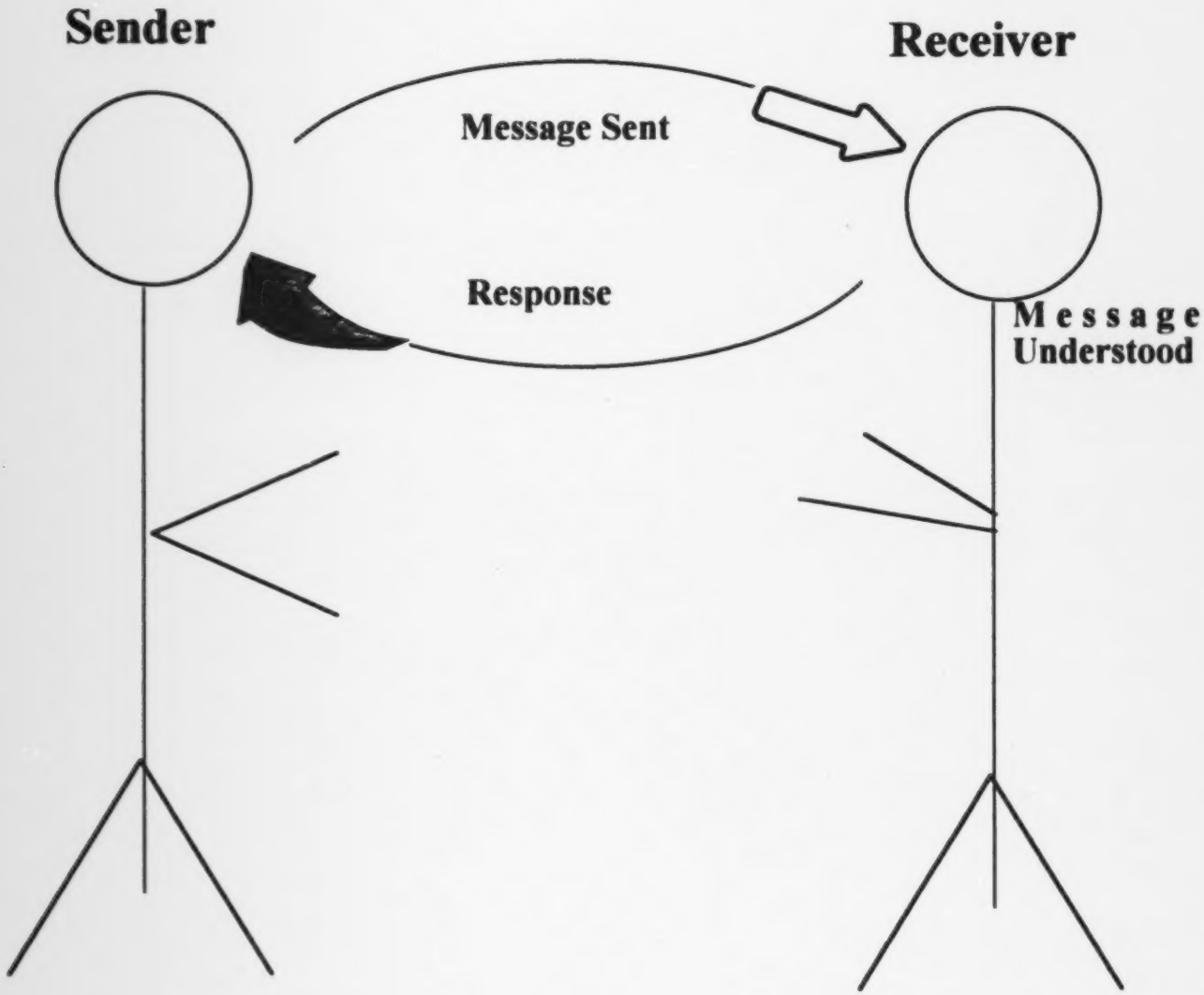
D. Hand-out -- Communication Activities For the Day

E. Active Listening

F. Paraphrasing

G. Sending "I" Messages

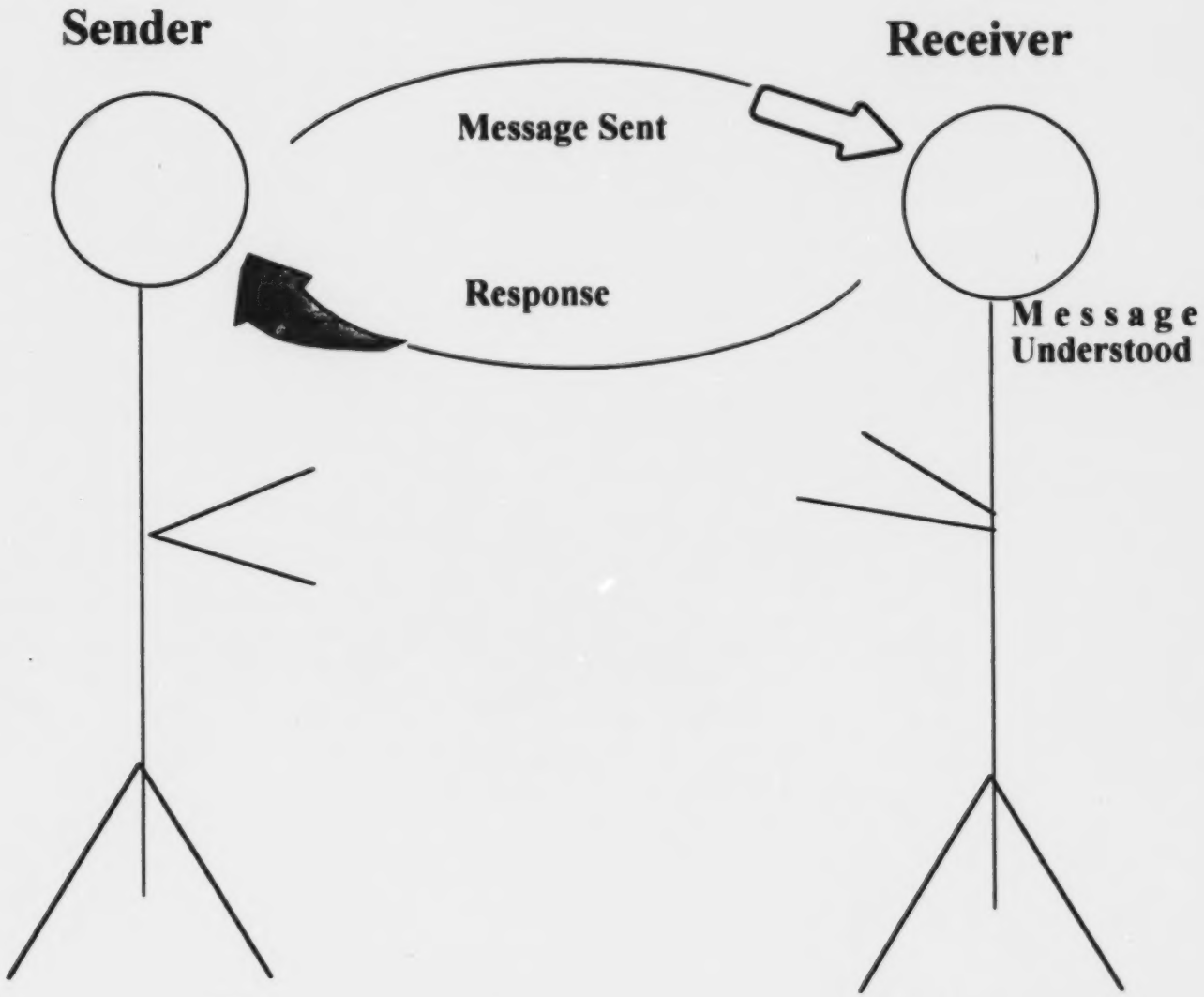
The Communications Process



Sender - Receiver Exercise

This exercise involves you as the interviewer. You are going to find out the following information from your co-worker: his/her middle name, the area of the county in which he/she lives, the happiest moment in his/her life, the saddest moment in his/her life, and his/her general outlook on life.

After you have gained this information, you will be asked to report it to the class.



(Instructors please note that you can change the information that you ask your students to find out about each other based on your prior knowledge of their circumstances.)

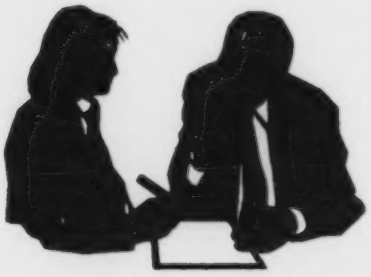
Daily Log of Communication Activities

Speaking _____

_____

_____

_____



Listening _____

_____

_____

_____

Writing _____

_____

_____

_____

Reading _____

_____

_____

_____

Interpersonal Communications

Active Listening Steps

A. Hear the Message

- eye contact, nods, words

B. Understanding the Message

- make sense

C. Test Your Understanding

- restate the message

D. Revise Your Understanding

E. Remember the Message

Worksheet Reference Guide

Worksheet Title	Textbook Name	Publisher	Page
Listening	Job Survival Skills	Educational Design, Inc.	64
Paraphrasing	Same as above	Same as above	65-66
Using "I" Messages	Same as above	Same as above	67-68

Role Play Activity

Materials: None needed

Situation: Student "A" plays the role of a supervisor.

Student "B": plays the role of a Dietetic Representative.

Student "B: must explain to Student "A" using "I" messages how he/she felt about being criticized in front of her/his fellow Dietetic Representative. The role play takes place in the office of the supervisor.

Students "A" and "B" reverse roles and out out the same situation.

Section Ten

Contents

- Post-Class Activities
- Appendices
- Answer Keys
- Transparencies

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Post-Class Activities - Teacher's Packet

Contents

- Post Attitude Survey
- Post Class Skills Inventory

Name _____ Date _____

Post-Class Skills Inventory

Dietetic Representative

MATCHING (1-5)

Choose your answers from the right hand column. Write the letter of the best answer on the blank line.

		Column A	Column B
1.	____	bisque	a) to bake in a cream or cheese sauce
2.	____	au jus	b) rub or pass through a sieve to make a smooth sauce
3.	____	Melba toast	c) a rich soup made of shellfish or made of the flesh of a chicken
4.	____	scalloped	d) bread sliced very thin and well browned
5.	____	puree	e) natural gravy from cooked beef
			f) a flour mixture used to make biscuits, pancakes and other bread items

MULTIPLE CHOICE (6-10)

Write the letter of your answer on the blank line in front of the question.

6. To update a patient's diet order you must read which of the following?

____ a) menu tracking form b) care addendum

c) patient listing d) menu

7. What form tells you if you must hold a patient's tray so that the patient can have his/her meal at a later time?

____ **a)** calorie count summary sheet **b)** care addendum

c) tray assembly ticket **d)** patient listing

8. The listing of foods available for a patient's meal is called the?

____ **a)** calorie count summary sheet **b)** guest tray receipt

c) menu tracking form **d)** menu

9. Where are refrigerator temperatures recorded?

____ **a)** on the patient listing **b)** on the sanitation check list

c) floor stock station worksheet **d)** on the hard copy

10. Codes located at the bottom of the menu can be understood by reading the?

____ **a)** menu **b)** calorie count summary sheet

c) side order **d)** hard copy

READING COMPREHENSION (11-14)

Circle the best answer.

Question 11

Dietetic Representative Mary Smith goes into the room of patient Jack Lane to give him a menu for the next day's meal choices. Mr. Lane is very upset. He starts to yell at Mary. He loudly tells Mary that he is not happy with the treatment he is getting in the hospital. Mr. Lane tells Mary that he is tired of being awakened in the middle of the night to take medicine. He tells Mary that he wants these nightly interruptions to stop right away. What should Mary do?

a) Give Mr. Lane his menu and quietly leave the room.

b) Tell Mr. Lane that she can not help him because she has nothing to do with his treatment.

c) Sit down with Mr. Lane to discuss his problem with him.

d) Tell Mr. Lane that she will take his concern to the nurse who is on duty and ask the nurse to speak to him.

Question 12

You have just collected tomorrow's menu from patient Teresa Moore. She did not complete the dessert section of the menu for lunch or dinner. When you notice this you should do which of the following?

a) Say nothing and turn in her meal request for tomorrow.

b) Complete the desert section by picking what you think she might like.

c) Return to the patient's room, inform her that she did not complete the menu, and ask her if she would like to select a dessert.

d) Fill in her dessert selection with the same choices she made the day before.

Question 13

Dietetic Representative, Jill Smith is not getting along with her supervisor, Rita Ryan. Jill says Rita disrespect her in the way she talks to her when she's done something wrong. Jill is ready to lose her temper with Rita. What should she do?

a.) Decide to speak to Rita the way Rita is speaking to her.

b.) Tell Rita to leave her alone.

c.) Tell Rita she'd like to have a meeting with her to discuss the problems she's having with her.

d.) Ask a co-worker to tell Rita to stop speaking to her in a disrespectful way.

Question 14

You've just returned to work after having two days off. You find that your patient kitchen is unclean and disorganized. What do you do?

a.) Find the workers who created the messy kitchen and demand that they straighten it up right away.

b.) Take a few moments to calm down and report a complaint to your supervisor.

c.) Refuse to do any work in the kitchen.

d.) Take the day off.

FILL IN THE BLANK (15-18)

Select the best word from the list below to complete each sentence. Write your answer on the blank line.

appetizer	sugar	entree		garnish
cream	caffeine	citric acid	meal	trio

15. Skim milk has no _____.

16. Carrots, green beans and mushrooms make up a vegetable _____.

17. Au gratin turkey is the _____ for dinner.

18. Regular coffee contains _____.

19. The cook added the final touch of _____ onto the food tray.

20. Oranges and lemons contain _____.

MATCH THE WORDS (21-25)

Match the correct answer from Column B to Column A

	Column A	Column B
____ **21.**	ketchup	**a.)** pancake
____ **22.**	margarine	**b.)** omelet
____ **23.**	crepe	**c.)** pasta
____ **24.**	London broil	**d.)** fat
____ **25.**	fettucini	**e.)** condiment
		f.) antipasto
		g.) beef

BASIC CALCULATIONS (26-27)

Question 26

Patient Ella Springs is having two guests eat lunch with her. The meals cost $5.83 each, including tax. She gives you $20 to pay for the meals. How much change must you give her?

_____

Question 27

This evening, 3 guests are having dinner with Ms. Springs. The meals cost $5.83 each. How much change must you give her from a fifty-dollar bill?

_____

Post-Attitude Survey of Dietetic Representatives

Please answer the following questions about the *DIETETIC REPRESENTATIVE* Training you have recently completed. You do not have to sign your name.

1. How did you feel about taking the *DIETETIC REPRESENTATIVE* training?

_____ Very Good

_____ Good

_____ OK

_____ Not So Good

_____ Bad

2. How did your coworkers feel about taking the *DIETETIC REPRESENTATIVE* training?

_____ Very Good

_____ Good

_____ OK

_____ Not So Good

_____ Bad

3. How did you feel about having homework?

_____ Very Good

_____ Good

_____ OK

_____ Not So Good

_____ Bad

4. How did you learn best?

_____ Teacher's explanations

_____ Role-plays

_____ Completing written work

_____ Completing homework

_____ Other (Explain) _____

5. The time spent on each of the topics was

_____ Too long

_____ Not enough

_____ Just about right

6. How did you feel about the difficulty of the material?

_____ The material was too easy for me

_____ The material was too difficult for me

_____ The material was just about right

7. How much did the training help you with the following skills?

0 = Not at all **1** = A little **2** = A lot **N/A** = I already knew this

_____ Reading menus

_____ Explaining menu items to patients

_____ Reading thermometers

_____ Reading military times

_____ Figuring out percentage eaten

_____ Following written directions

_____ Working with supervisors

_____ Working with floor people

_____ Working with patients

_____ Reading forms

_____ Completing forms

_____ Other (Explain) _____

_____ Other (Explain) _____

8. **How do you rate your performance in these skills?**

1 - Poor 2 - Below Average 3 - Average 4 - Very Good 5 - Excellent

_____ Reading menus
_____ Explaining menu items to patients
_____ Reading thermometers
_____ Reading military times
_____ Figuring out percentage eaten
_____ Following written directions
_____ Working with supervisors
_____ Working with floor people
_____ Working with patients
_____ Reading forms
_____ Completing forms

9. **Was there any area of your job that you need help with that was not overed in the training?**

_____ Yes _____ No

If yes, what area of your job is it? _____

_____

_____

_____

10. **What did you like most about the *DIETETIC REPRESENTATIVE* training?**

_____

_____

11. **What did you like least about the *DIETETIC REPRESENTATIVE* training?**

_____

_____

12. **Will any parts of the training help you in your every day life**

_____ Yes _____ No

If yes, what parts will help you? _____

_____

_____

_____

13. **How do you feel about your job performance?**

_____ I give it my all

_____ I do more than is expected of me

_____ I do what is expected

_____ I do just enough to get by

_____ I do less than is expected

14. **How satisfied are you with your job as a *DIETETIC REPRESENTATIVE*?**

_____ Very Satisfied

_____ Satisfied

_____ It's OK

_____ Somewhat unsatisfied

_____ Very unsatisfied

15. **How do you feel about yourself as a person?**

_____ Very Good

_____ Good

_____ OK

_____ Not So Good

_____ Bad

Please use the numbers below to say how much you agree or disagree with the statements below.

5 = Strongly Agree

4 = Agree Somewhat

3 = Don't Feel Strongly Either Way

2 = Disagree Somewhat

1 = Disagree Strongly

16. **The *DIETETIC REPRESENTATIVE* position is important to the recovery of the patient.** _____

17. **The *Capital Health System* cares about its employees.** _____

18. **The *Food and Nutrition Department* cares about its employees.** _____

19. **The way I perform my job is important to the overall service of Harrisburg Hospital.** _____

20. **Classes are a waste of time for employees.** _____

21. **Classroom training can help you to get along better with coworkers.** _____

22. **Classroom training can help you to follow directions better.** _____

23. **Classroom training can help you to get along better with patients.** _____

24. **The *DIETETIC REPRESENTATIVE* training will help me be a better worker.** _____

THANK YOU VERY MUCH!!

Contents

Appendices

- Dietetic Representative Literacy Task Analysis Results
- Test Results
- Bibliography of Materials Used

Dietetic Representaive Literacy Task Analysis Results

Job Task

1. Distribute and collect menus ensuring accurate completion and timely return to the dietician and the diet office (See 8)

Literacy Task

reading forms *(Menus)* and job-related vocabulary (Menu Items), writing, completing forms (Menu Tracking), See 8

Job Task

2. Conduct patient interview to determine patient eating habits and risk information.

Literacy Task

writing, oral communications

Job Task

3. Microwaves patient trays.

Literacy Task

following directions, reading instructions

Job Task

4. Cleans and sanitizes patient kitchen.

Literacy Task

follow written procedures

Job Task

5. Maintains and correctly operates equipment in the patient kitchen.

Literacy Task

following directions, reading

Job Task

6. Order and maintain correct par levels for appropriate food services supplies.

Literacy Task

reading, writing, completing forms

Job Task

7. Collects and records accurate oral intake for calorie counts at lunch, dinner, supplements and snacks.

Literacy Task

writing

Job Task

8. Complete menus (See 1)

Literacy Task

interpersonal communication skills, active listening, social skills, speaking skills. (See 1)

Job Task

9. Collects and disposes of trays.

Literacy Task

no literacy skills required

Job Task

10. Coordinates procurement and delivery of special food service to patients and guests.

Literacy Task

reading, writing, oral communication

Job Task

11. Offers approved alternate menu selections to meet special request of patients.

Literacy Task

oral communications, completing forms *(Request For Additional Menu Items)*

Job Task

12. Checks patient trays for accurate diet order.

Literacy Task

reading *(Tray Assembly Ticket)*, compare/contrast

Job Task

13. Updates patient's listing.

Literacy Task

reading, writing

Job Task

14. Completes lunch and dinner appetite assessment for all.

Literacy Task

compare/contrast, estimate, convert to percent, reading and completing forms *(Appetite Assessment Form)*

Job Task

15. Deliver 10 a.m. and 2 p.m. snacks.

Literacy Task

no literacy skills required

Job Task

16. Observes instructions from bulletin board.

Literacy Task

reading charts, understanding procedures, reading maps, following directions

Job Task

17. Reads and records refrigerator temperature.

Literacy Task

reading decimals, compare/contrast, completing forms *(Sanitation Check List)*, writing

Job Task

18. Dates refrigerated items.

Literacy Task

basic calculating

Job Task

19. Checks desk calendar to learn patient's dietary status.

Literacy Task

reading calendar dates

Job Task

20. Reads "hard copy" to learn patient's needs.

Literacy Task

reading forms

Menu Assistance Project

Class One

Pre-Class Reading Test Scores - Test of Adult Basic Education *(TABE)*

	Vocabulary	Comprehension	Total Score
	+12.9	9.1	+12.9
	4.6	7.4	5.7
	+12.9	12.7	12.9
	4.6	6.8	5.6
	9.5	10.4	9.8
	7.1	8.8	7.8
	6.8	6.1	6.4
	2.8	5.1	3.4
Average	**7.7**	**8.3**	**8.0**

	Pre-Class Skills Inventory	Post-Class Skills Inventory
	92%	100%
	88%	96%
	96%	92%
	92%	96%
	84%	--
	100%	100%
	84%	--
	76%	--
Average:	**89%**	*** 96.8%**

*only five students present for post-test

Class Two

Pre-Class Reading Test Scores - Test of Adult Basic Education *(TABE)*

	Vocabulary	Comprehension	Total Score
	6.2	5.5	5.9
	11.1	8.7	9.8
	4.3	4.9	4.6
	6.6	6.8	6.7
	7.7	6.8	7.4
	4.3	4.5	4.4
	9.8	10.9	10.8
	7.6	didn't complete	7.6
	3.8	6.1	4.9
	5.5	6.8	6.1
Average	**6.7**	**6.1**	**6.8**

	Pre-Class Skills Inventory	Post-Class Skills Inventory
	77%	--
	100%	100%
	92%	91%
	81%	--
	74%	--
	95%	--
	85%	100%
	85%	73%
	95%	--
	62%	62%
Average:	**84%**	*** 85%**

*only five students present for post-test

Bibliography of Materials Used

The Modern Family Cook Book

Written by: Meta Given — J. G. Ferguson Publishing Company, Chicago, 1968

The Complete Everyday Cookbook

Compiled by: Better Cooking Library — Ottenheimer Publishers, Inc. 1971

Better Homes and Gardens New Cook Book

Compiled by: Meredith Corporation — Des Moines, Iowa, 1981

Basic Skills Reading Charts, Labels, and Signs Workbook

Written by: Serena K. Bond — ESP, Inc., 1984

Reading and Following Directions

Written by: Winifred Roderman — Janus Book Publishers, 1978

Discovering Basic Math Concepts - The Meaning of Percent

Written by: Allan D. Suter — Contemporary Books, Inc., 1990

Communication Skills That Work

Written by: Elizabeth Romanck — Contemporary Books, Inc., 1991

Math Matters for Adults - Decimals and Percents

Written by: Karen Lassiter — Steck-Vaughn Book Company, 1993

Job Survival Skills

Written by: Margaret M. Brewner, William C. McMahon, Michael P. Roche — Educational Design, Inc. 1986

Additional ideas for testing and assessment are credited to the Institute for the Study of Adult Literacy, The Pennsylvania State University.

Answer Keys - Teacher's Packet

Contents

- Pre/Post Class Skills Inventory
- Crossword Puzzles
- My Menu
- Military Time
- Care Addendum

Pre/Post-Class Skills Inventory

Dietetic Representatives

Teacher's Copy

MATCHING (1-5)

Choose your answers from the right hand column. Write the letter of the best answer on the blank line.

		Column A	Column B
1.	C	bisque	a) to bake in a cream or cheese sauce
2.	E	au jus	b) rub or pass through a sieve to make a smooth sauce
3.	D	Melba toast	c) a rich soup made of shellfish or made of the flesh of a chicken
4.	A	scalloped	d) bread sliced very thin and well browned
5.	B	puree	e) natural gravy from cooked beef
			f) a flour mixture used to make biscuits, pancakes and other bread items

MULTIPLE CHOICE (6-10)

Write the letter of your answer on the blank line in front of the question.

6. To update a patient's diet order you must read which of the following?

B

a) menu tracking form

b) care addendum

c) patient listing

d) menu

7. What form tells you if you must hold a patient's tray so that the patient can have his/her meal at a later time?

C

a) calorie count summary sheet

b) care addendum

c) tray assembly ticket

d) patient listing

8. The listing of foods available for a patient's meal is called the?

D

a) calorie count summary sheet

b) guest tray receipt

c) menu tracking form

d) menu

9. Where are refrigerator temperatures recorded?

B

a) on the patient listing

b) on the sanitation check list

c) floor stock station worksheet

d) on the hard copy

10. Codes located at the bottom of the menu can be understood by reading the?

C

a) menu

b) calorie count summary sheet

c) side order

d) hard copy

READING COMPREHENSION (11-14)

Circle the best answer.

Question 11

Dietetic Representative Mary Smith goes into the room of patient Jack Lane to give him a menu for the next day's meal choices. Mr. Lane is very upset. He starts to yell at Mary. He loudly tells Mary that he is not happy with the treatment he is getting in the hospital. Mr. Lane tells Mary that he is tired of being awakened in the middle of the night to take medicine. He tells Mary that he wants these nightly interruptions to stop right away. What should Mary do?

a) Give Mr. Lane his menu and quietly leave the room.

b) Tell Mr. Lane that she can not help him because she has nothing to do with his treatment.

c) Sit down with Mr. Lane to discuss his problem with him.

➔ **d)** Tell Mr. Lane that she will take his concern to the nurse who is on duty and ask the nurse to speak to him.

Question 12

You have just collected tomorrow's menu from patient Teresa Moore. She did not complete the dessert section of the menu for lunch or dinner. When you notice this you should do which of the following?

a) Say nothing and turn in her meal request for tomorrow.

b) Complete the desert section by picking what you think she might like.

➔ **c)** Return to the patient's room, inform her that she did not complete the menu, and ask her if she would like to select a dessert.

d) Fill in her dessert selection with the same choices she made the day before.

Question 13

Dietetic Representative, Jill Smith is not getting along with her supervisor, Rita Ryan. Jill says Rita disrespects her in the way she talks to her when she's done something wrong. Jill is ready to lose her temper with Rita. What should she do?

a.) Decide to speak to Rita the way Rita is speaking to her.

b.) Tell Rita to leave her alone.

➔ **c.)** Tell Rita she'd like to have a meeting with her to discuss the problems she's having with her.

d.) Ask a co-worker to tell Rita to stop speaking to her in a disrespectful way.

Question 14

You've just returned to work after having two days off. You find that your patient kitchen is unclean and disorganized. What do you do?

a.) Find the workers who created the messy kitchen and demand that they straighten it up right away.

➔ **b.)** Take a few moments to calm down and report a complaint to your supervisor.

c.) Refuse to do any work in the kitchen.

d.) Take the day off.

FILL IN THE BLANK (15-18)

Select the best word from the list below to complete each sentence. Write your answer on the blank line.

appetizer	sugar	entree		garnish
cream	caffeine	citric acid	meal	trio

15. Skim milk has no cream.

16. Carrots, green beans and mushrooms make up a vegetable trio.

17. Au gratin turkey is the entree for dinner.

18. Regular coffee contains caffeine.

19. The cook added the final touch of garnish onto the food tray.

20. Oranges and lemons contain citric acid.

MATCH THE WORDS (21-25)

Match the correct answer from Column B to Column A

		Column A	Column B
E	21.	ketchup	a.) pancake
D	22.	margarine	b.) omelet
A	23.	crepe	c.) pasta
G	24.	London broil	d.) fat
C	25.	fettucini	e.) condiment
			f.) antipasto
			g.) beef

BASIC CALCULATIONS (26-27)

Question 26

Patient Ella Springs is having two guests eat lunch with her. The meals cost $5.83 each, including tax. She gives you $20 to pay for the meals. How much change must you give her?

$8.34

Question 27

This evening, 3 guests are having dinner with Ms. Springs. The meals cost $5.83 each. How much change must you give her from a fifty-dollar bill?

$32.51

Crossword Puzzle Answers

Answers to Puzzle 1

Across Answers

1. broth
2. au jus
3. skim milk
5. omelet
7. margarine
8. scalloped
13. entree
15. corn fritters
16. poach
18. trio
19. puree
20. cottage cheese
21. low fat milk
22. sherbet

Down Answers

1. bisque
2. au gratin
4. boil
6. melba toast
9. fry
10. decaffeinated
11. London broil
12. egg whites
14. crepes
17. creamer

Answers to Puzzle 2

Across Answers

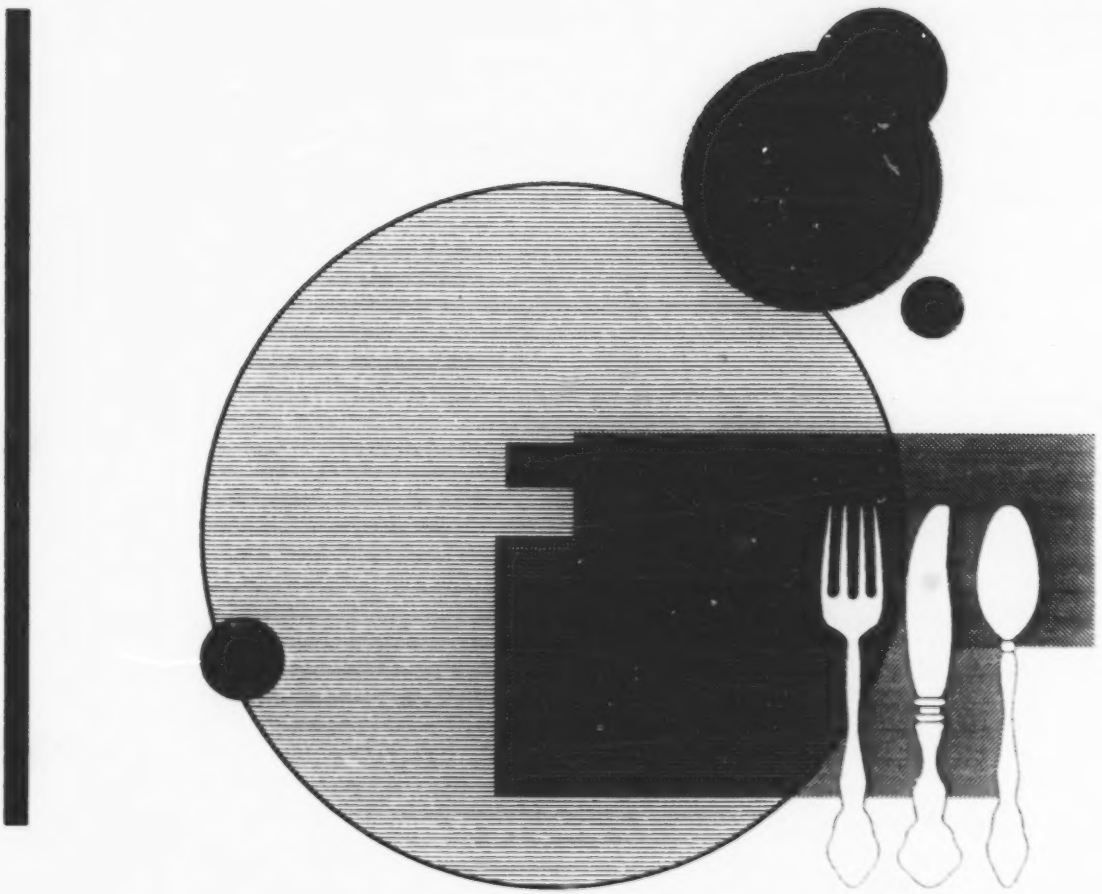
1. wine sauce
4. steam
5. provolone cheese
10. pasta
11. bread stick
13. antipasto

Down Answers

2. chicken corn soup
3. bake
6. English muffin
7. fettucini
8. danish pastry
9. garnish
12. condiment

MY MENU

Teacher's Copy



MY MENU

Teacher's Copy

Appetizers

Cream of Tomato Soup

Juice of the Meal

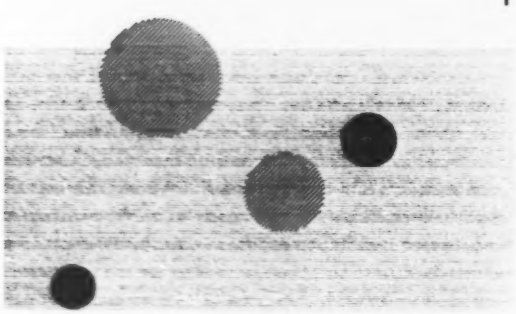
Entrees

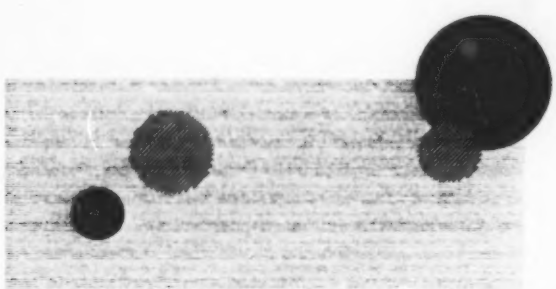
Sliced Ham covered with Cheese Sauce

Homemade Beef Stew

Sliced Breast of Chicken covered with Gravy

Sliced American Cheese on White Bread





MY MENU

Teacher's Copy

Accompaniments

Steam Waxed Beans

Mashed Potatoes

Chicken Gravy

Steamed Cauliflower

Desserts

Chocolate Pudding

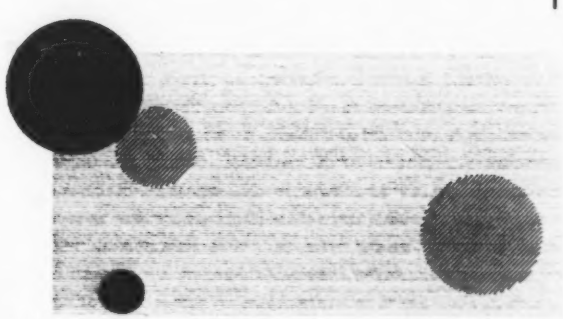
Cherry Gelatin

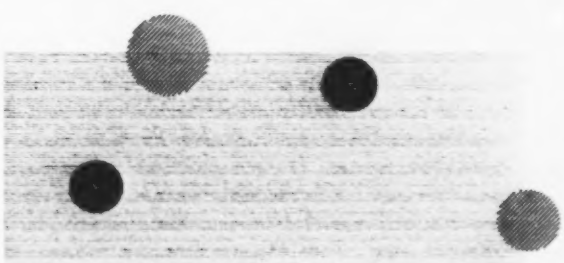
Gingerbread

Pound Cake

Applesauce

Chilled Pears





MY MENU

Teacher's Copy

Breads

Crackers

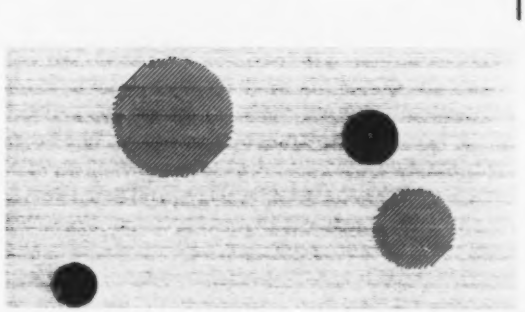
Wheat Bread

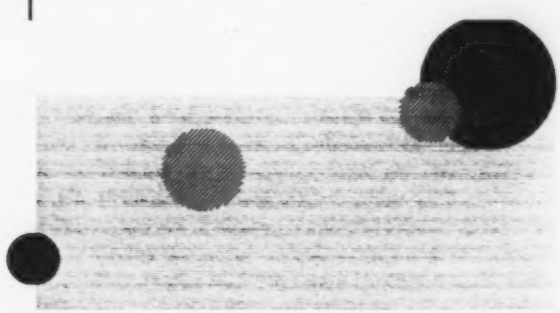
Beverages

Decaffeinated Coffee

Low Fat Milk

Herbal Tea





Assessment

Military Time/Teacher's Copy

Exercise 1

Directions: Using the clocks marked *"Eastern Standard Time,"* mark the following military times:

Clock 1:	13:30	**Clock 2:**	03:00	**Clock 3:**	22:50
Clock 4:	06:30	**Clock 5:**	17:45	**Clock 6:**	20:20

Exercise 2

Directions: Using the times listed above, convert the military time to Eastern Standard Time (EST).

Example: 14:00 hours converts to 2:00 p.m. (EST)

Clock 1:	1:30 p.m.	**Clock 2:**	3:00 a.m.	**Clock 3:**	10:50 p.m.
Clock 4:	6:30 a.m.	**Clock 5:**	5:45 p.m.	**Clock 6:**	8:20 p.m.

Exercise 3

Directions: Convert the following Eastern Standard Times to military times.

2:30 p.m.	14:30	12 noon	12:00	12 midnight	24:00
6:45 p.m.	06:45	6:45 a.m.	6:45	8:15 p.m.	20:15

Assessment

Care Addendum/Teacher's Copy

Exercise 1

Directions: Using the Care Addendum sheets, locate the dates that the patients' diet orders were changed. Write the dates on the line below.

7/30/92, 1/10/93, 1/10/93

Exercise 2

Directions: Using the Care Addendum sheets, locate the military times that the patients' diet orders were changed. Write the times on the line below.

20:43:26, 15:39:21, 14:55:39

Exercise 3

Directions: Convert the military times from "Question 2" to Eastern Standard Time (EST). Use the line below to write your answers.

8:43 p.m., 3:39 p.m., 2:55 p.m.

antipasto

Dietetic Representative Vocabulary Card 1

au gratin

Dietetic Representative Vocabulary Card 2

au jus

199

Dietetic Representative Vocabulary Card 3

an Italian appetizer consisting of meats, fish, olives, tomatoes, hot peppers and cheese served with oil and vinegar

Dietetic Representative Vocabulary Card 1a

topped with crumbs and/or cheese and browned in the oven

Dietetic Representative Vocabulary Card 2a

natural gravy from cooked beef

Dietetic Representative Vocabulary Card 3a

bake

Dietetic Representative Vocabulary Card 4

bisque

Dietetic Representative Vocabulary Card 5

boil

Dietetic Representative Vocabulary Card 6

to cook covered or uncovered in an oven

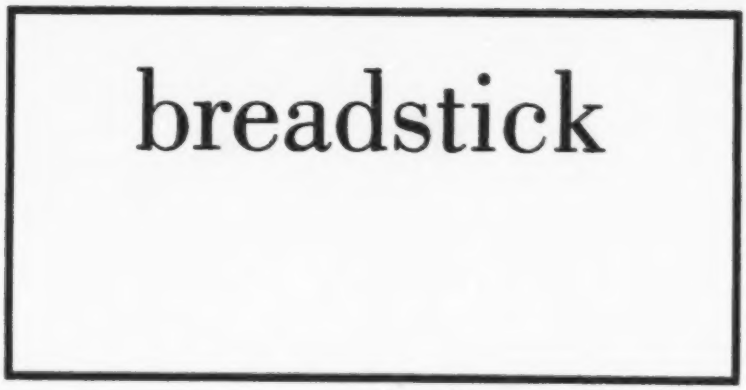
Dietetic Representative Vocabulary Card 4a

a rich soup of shellfish or chicken flesh

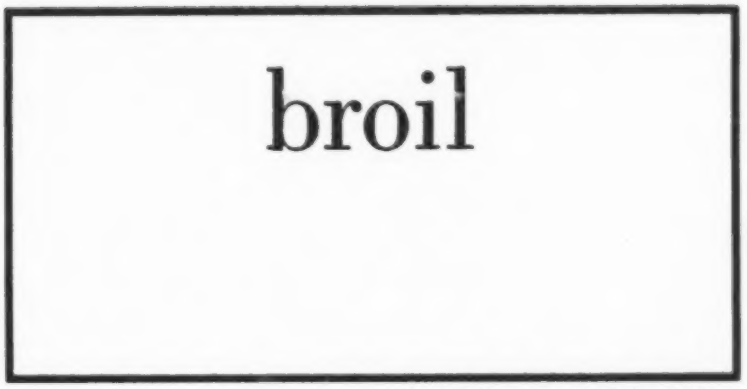
Dietetic Representative Vocabulary Card 5a

to cook in liquid at boiling temperature

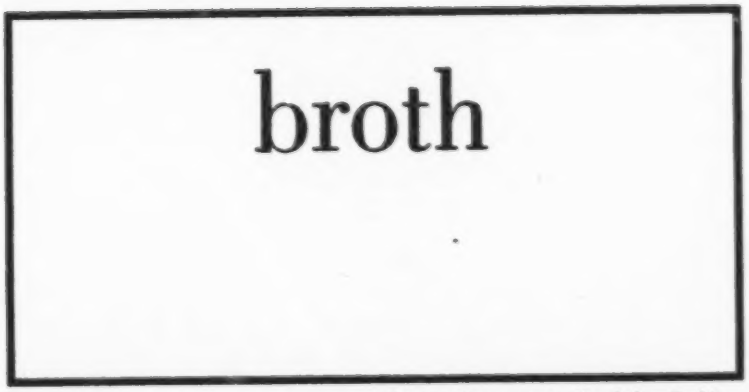
Dietetic Representative Vocabulary Card 6a



Dietetic Representative Vocabulary Card 7



Dietetic Representative Vocabulary Card 8



Dietetic Representative Vocabulary Card 9

a long slender piece of bread

Dietetic Representative Vocabulary Card 7a

to cook by direct heat, usually in a broiler or over coals

Dietetic Representative Vocabulary Card 8a

liquid in which meat and often barley are gently boiled

Dietetic Representative Vocabulary Card 9a

chicken corn soup

Dietetic Representative Vocabulary Card 10

citrus

Dietetic Representative Vocabulary Card 11

condiment

Dietetic Representative Vocabulary Card 12

liquid broth of chicken and corn

Dietetic Representative Vocabulary Card 10a

containing citric acid which is found in lemons, oranges, and similar fruit

Dietetic Representative Vocabulary Card 11a

something such as pepper, that gives relish to food

Dietetic Representative Vocabulary Card 12a

corn fritters

Dietetic Representative Vocabulary Card 13

cottage cheese

Dietetic Representative Vocabulary Card 14

creamed

Dietetic Representative Vocabulary Card 15

fried batter of corn

Dietetic Representative Vocabulary Card 13a

soft, mild, unripened cheese

Dietetic Representative Vocabulary Card 14a

beaten to a smooth consistency

Dietetic Representative Vocabulary Card 15a

creamer

Dietetic Representative Vocabulary Card 16

crepes

Dietetic Representative Vocabulary Card 17

Danish pastry

Dietetic Representative Vocabulary Card 18

powered milk or cream
used in a hot drink

Dietetic Representative Vocabulary Card 16a

thin pancakes wrapped
around meat or fruit

Dietetic Representative Vocabulary Card 17a

a sweet roll

Dietetic Representative Vocabulary Card 18a

decaffeinated

Dietetic Representative Vocabulary Card 19

deviled eggs

Dietetic Representative Vocabulary Card 20

egg whites

Dietetic Representative Vocabulary Card 21

the absence of a stimulant found in caffeine

Dietetic Representative Vocabulary Card 19a

a boiled egg cut in half. The egg yolk is scooped from the egg white, mixed with seasoning and mayonnaise and placed back into the egg white.

Dietetic Representative Vocabulary Card 20a

the remaining substance of an egg after the yolk has been separated

Dietetic Representative Vocabulary Card 21a

English muffin

Dietetic Representative Vocabulary Card 22

entree

Dietetic Representative Vocabulary Card 23

fettucini

Dietetic Representative Vocabulary Card 24

a small flat, round porous muffin

Dietetic Representative Vocabulary Card 22a

a dish served as the main course

Dietetic Representative Vocabulary Card 23a

Italian pasta in narrow strips

Dietetic Representative Vocabulary Card 24a

fry

Dietetic Representative Vocabulary Card 25

garnish

Dietetic Representative Vocabulary Card 26

gelatine jewels

Dietetic Representative Vocabulary Card 27

to cook in hot fat or oil

Dietetic Representative Vocabulary Card 25a

decorate with small pieces of colorful food

Dietetic Representative Vocabulary Card 26a

a gelled dessert that comes from a granular substance and is cut into fancy shapes

Dietetic Representative Vocabulary Card 27a

London broil

Dietetic Representative Vocabulary Card 28

low fat milk

Dietetic Representative Vocabulary Card 29

margarine

Dietetic Representative Vocabulary Card 30

beefsteak served broiled and sliced

Dietetic Representative Vocabulary Card 28a

milk low in cream content

Dietetic Representative Vocabulary Card 29a

a refined vegetable oil spread used in place of butter

Dietetic Representative Vocabulary Card 30a

mash

Dietetic Representative Vocabulary Card 31

melba toast

Dietetic Representative Vocabulary Card 32

omelet

Dietetic Representative Vocabulary Card 33

to crush, make into a mash

Dietetic Representative Vocabulary Card 31a

bread sliced very thin and well browned

Dietetic Representative Vocabulary Card 32a

eggs beaten up with milk or water and cooked in a frying pan

Dietetic Representative Vocabulary Card 33a

pasta

Dietetic Representative Vocabulary Card 34

poach

Dietetic Representative Vocabulary Card 35

provolone cheese

Dietetic Representative Vocabulary Card 36

paste or dough made of flour and water used dried

Dietetic Representative Vocabulary Card 34a

to cook in hot liquid, careful that food holds its shape

Dietetic Representative Vocabulary Card 35a

hard, compact, flaky cheese

Dietetic Representative Vocabulary Card 36a

puree

Dietetic Representative Vocabulary Card 37

sauerkraut

Dietetic Representative Vocabulary Card 38

scalloped

223

Dietetic Representative Vocabulary Card 39

rub or pass through a sieve to make a smooth sauce

Dietetic Representative Vocabulary Card 37a

chopped or shredded cabbage that is salted and fermented in its own juice

Dietetic Representative Vocabulary Card 38a

baked in a cream or cheese sauce as potatoes or fish

Dietetic Representative Vocabulary Card 39a

scaloppine

Dietetic Representative Vocabulary Card 40

sherbet

Dietetic Representative Vocabulary Card 41

skewered

225

Dietetic Representative Vocabulary Card 42

small, thinly sliced pieces of veal or other meat, especially when cooked in a sauce of wine or tomatoes and seasonings

Dietetic Representative Vocabulary Card 40a

an ice containing mike dessert

Dietetic Representative Vocabulary Card 41a

meat suspended on a long metal or wooden pin for cooking

Dietetic Representative Vocabulary Card 42a

skim milk

Dietetic Representative Vocabulary Card 43

steam

Dietetic Representative Vocabulary Card 44

milk from which the cream has been taken

Dietetic Representative Vocabulary Card 43a

to cook in steam with or without pressure

Dietetic Representative Vocabulary Card 44a

trio

Dietetic Representative Vocabulary Card 45

wine sauce

Dietetic Representative Vocabulary Card 46

a group of three

Dietetic Representative Vocabulary Card 45a

primary ingredient is wine
in this sauce

Dietetic Representative Vocabulary Card 46a